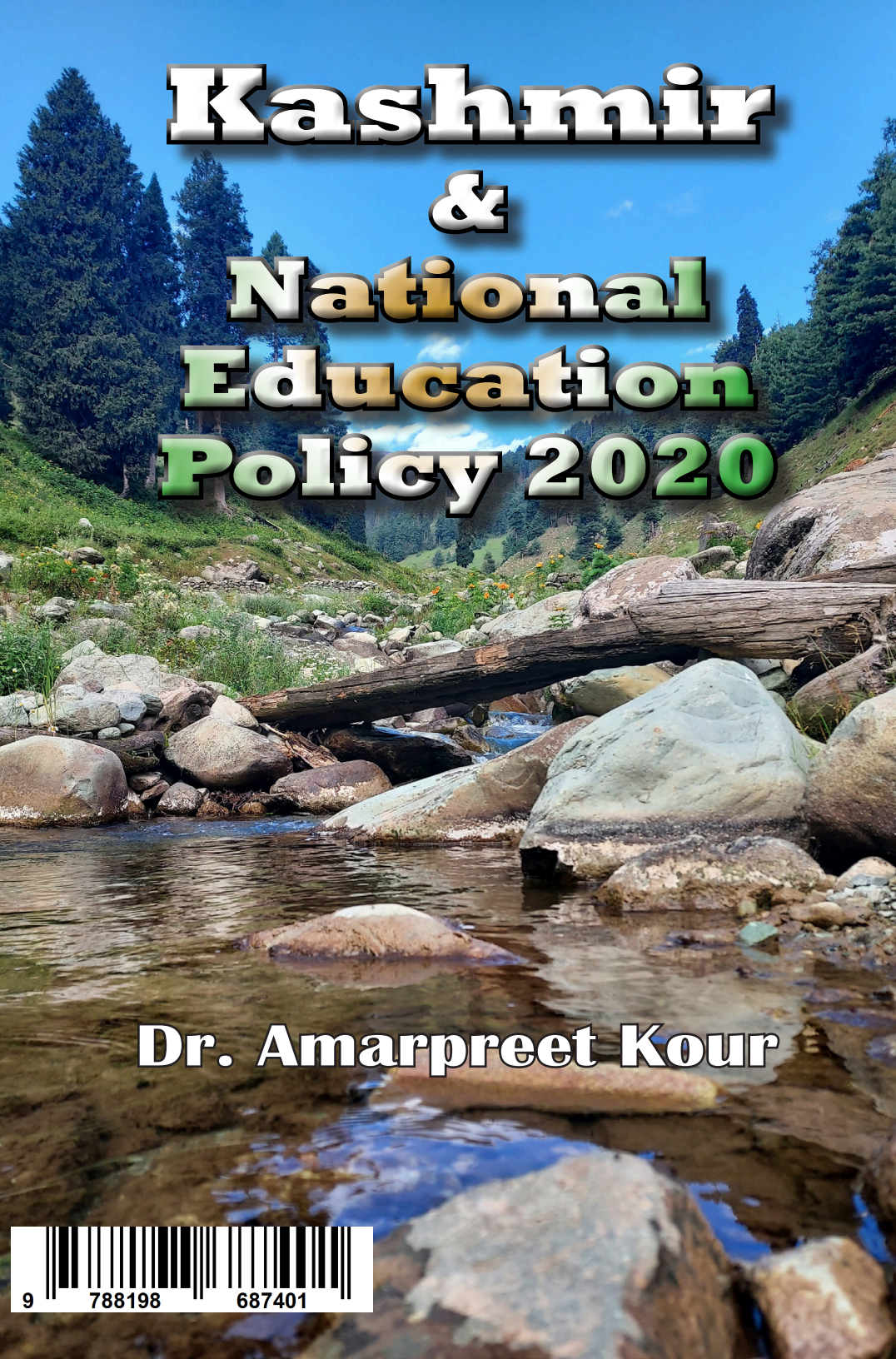




Kashmir & National Education Policy 2020

Dr. Amarpreet Kour



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KASHMIR
AND
NATIONAL EDUCATION POLICY
2020

DR. AMARPREET KOUR

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KASHMIR AND NATIONAL EDUCATION POLICY 2020

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KASHMIR AND NATIONAL EDUCATION POLICY 2020

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**KASHMIR
AND
NATIONAL EDUCATION POLICY 2020
Dr. Amarpreet Kour**

PREFACE

This study examines the implementation and impact of the National Education Policy (NEP) 2020 in District Budgam, Jammu and Kashmir, which comprises nine tehsils and 13 educational zones. The research provides a detailed account of the local educational advancements under the NEP framework, focusing on previously underexplored areas. The survey conducted in the district revealed that all teachers are familiar with the key elements of NEP 2020. Although 60.75% of teachers have received training on the policy, opinions on its effectiveness are mixed, with the majority rating it as moderately effective. While Principals/ Headmasters generally feel moderately equipped to implement NEP 2020, many express a sense of unpreparedness. On the other hand, most teachers believe that students are adapting well to the new curriculum, and there has been a

noticeable shift towards continuous assessment practices. ICT tools are available to the majority of teachers, although the frequency of their use varies. Awareness and implementation of the DIKSHA platform are high, with most teachers finding it to be effective. Innovative pedagogical techniques, particularly project-based learning, are seen as significantly enhancing student motivation and engagement.

The study also highlights that all heads of institutions in the district are familiar with the key highlights of NEP 2020 and are actively aligning school objectives to its adoption, especially at the secondary level. While the resources and government support are rated as moderately sufficient, there is still room for improvement in these areas. Schools are making a transition to experiential and skill-based learning, with most adopting a multidisciplinary approach and revised assessment methods. Vocational education has gained substantial popularity, with strong support from both students and parents. The incorporation of indigenous skills and multilingualism is seen as a valuable addition to education in the district. Furthermore, inclusive education policies and community involvement, particularly through School Management Development Committees (SMDCs) and School Management Committees (SMCs), are widely implemented, although engagement levels can vary. Progress has been made in integrating ICT tools in schools, but gaps in teacher preparedness and access to resources remain. The findings highlight significant progress in the implementation of NEP 2020, while also identifying areas that need further attention to ensure a more holistic and effective execution of the policy.

In terms of recommendations, the study suggests integrating local arts and crafts into vocational courses to ensure that they align with regional economic opportunities. Additionally, there is a need to address the uneven allocation of funds among schools and improve infrastructure, including classrooms and smart boards. The policy of teaching in the mother tongue should be reconsidered to balance local language instruction with the continued use of English and Urdu as the medium of instruction for higher education readiness. The No-Detention Policy should also be reevaluated due to challenges such as irregular attendance. It is recommended that cluster heads be granted

more autonomy, and that equitable transfer policies be implemented to address staff shortages in remote areas. Teachers should be incentivized to work in far-flung schools, and the educational needs of the Gujjar community must be prioritized, including the recruitment of Gujjari-speaking teachers and the expansion of scholarships. The study also points to the need for the timely resolution of pending land compensation cases and delays in issuing category certificates. Training programs for teachers should focus on practical skills and equitable access to ensure that all educators are equipped for NEP 2020 implementation. Finally, it is essential to allocate resources judiciously, particularly in providing language books that align with students' needs and preferences.

This study offers valuable insights into the implementation of NEP 2020 in District Budgam, highlighting the progress made as well as the areas requiring further improvement to ensure the effective, inclusive, and equitable education of all students in the district.

INTRODUCTION

The National Education Policy (NEP) 2020 which was officially announced by the NDA government under the leadership of Hon'ble Prime Minister Narendra Modi on July 29, 2020. It was shaped under the stewardship of Dr. Krishnaswamy Kasturirangan, former head of the Indian Space Research Organisation (ISRO), represents a major overhaul of India's education system. In Jammu and Kashmir, it has been implemented under the guidance of Hon'able Chief Minister Omar Abdullah and the Education Minister.

The present research project, titled "Investigating the Impact of NEP 2020 in District Budgam", seeks to evaluate how the NEP 2020 is being implemented at the grassroots level in District Budgam, Jammu and Kashmir, and its effects on the local educational system. The study examines various aspects of NEP 2020, such as curriculum reforms, teacher training, digital education, and the inclusion of local languages.

It will focus on how these reforms have been integrated into the schools in Budgam, the challenges faced by teachers and students, and the overall reception of the policy. Through this investigation, the project seeks to contribute to the ongoing discourse on the NEP 2020's implementation and recommend strategies to enhance the policy's impact in rural and semi-urban areas like District Budgam. The findings of this research will not only benefit policymakers and educational planners but also support the efforts of local educational bodies in refining and optimizing the implementation of NEP 2020 across the region.

Under the 'SarthaqTask,' 296 research were carried out.

REVIEW OF LITERATURE

Jammu & Kashmir are the newest partner in Education Research, in terms of establishment of SCERT in the State. After the abrogation of article 370 State Council of Educational Research and Training (SCERT) has been established in Jammu and Kashmir on September 1, 2020 (Government Order No 197 Edu of 2020). Due to geographical diversity of Jammu and Kashmir has led to the establishment of two distinct State Councils of Educational Research and Training (SCERTs), one situated in the Jammu division and the other in Kashmir division. JK-SCERT have a degree of autonomy in specific areas like Curriculum Development, Teaching resources development, Pedagogical Approaches, Teacher Training Programs, Research and Assessment, and Collaborations and Partnerships. However, the extent of autonomy can vary, and certain aspects may still be subject to government regulations, especially in matters of financial management and adherence to national

educational policies and programs. The Director of J&K SCERT, heads the SCERT and central office. A Joint Director at the central level manages move offices, ensuring seamless coordination and strategic alignment of efforts. A Joint Director stationed in Srinagar takes charge of the Divisional office, SCERT, ten Divisional Institutes of Education and Training (DIETs) and encompassing areas such as District Resource Groups (DRG), Zonal Resource Centres (ZRC), Block Resource Centres (BRC), and Cluster Resource Centres (CRC). Similarly, a Joint Director stationed in Jammu oversees the Divisional office in the region, with equivalent responsibilities for DIETs and SCERT wings.

The history of Indian Education, broadly divides itself into three parts, Ancient, Mediaeval and Modern History. Ancient period is further divided into three phases

ANCIENT

1. The First Epoch (2000 BCE – 200 BCE): This phase focused on religious texts like the Vedic Hymns and Upanishads, which excelled in philosophy and law. The Vedas, Rigveda, Samaveda, Yajurveda, and Atharvaveda are ancient texts that form the foundation of Hindu religious and philosophical thought. They encompass hymns, rituals, and knowledge across various disciplines, guiding spiritual, social, and cultural practices Altekar (2009).
2. Max Müller (1849) remarked, “There is nothing more primitive, more ancient than the hymns of the Rigveda, whether in India or the whole Aryan world.”
3. The primary objective of Vedic education was to instil the values of truth (Satyam), righteousness (Shivam), and beauty (Sundaram) in learners.
4. Gurukuls, also called ashrams, were residential learning

centres in ancient India. They were named after famous sages and located in quiet forests, where hundreds of students studied together.

5. Sayana, in his writings, emphasized the oral transmission of knowledge, stating, “The text of the Veda is to be learned through the method of hearing it from the lips of the teacher, not from a manuscript” (Salomon, 1998).
6. The Transition Period (3rd Century BCE): This phase saw the rise of Buddhism and the dominance of the Prakrit language. Education flourished at centres like Taxila, and significant advancements in astronomy and medicine were made under Emperor Asoka (Keown, 1996).
7. Notable foreign travellers such as Fa-Hien, Hiuen-Tsang, and Itsing, the renowned travellers and scholars, chose to reside there for a period of time to delve into the profound teachings of Buddhism (Fa-Hien, 1886) (Xuanzang 1884) (Yijing 1896)
8. The Second Epoch (185 BCE – 7th Century CE): This period featured the rise of classical Sanskrit, secular literature, and remarkable scientific achievements by luminaries like Kalidasa, Aryabhatta, and Varahamihira. Nalanda University emerged as a prominent centre of learning (Mazumder, 1906).
9. Prominent Ancient Indian Universities included Takshashila (1000 BCE–500 CE), Nalanda (425 CE–1205 CE), Valabhi (600 CE–1200 CE), and Vikramashila (800 CE–1203 CE) (Scharfe, 2002).
10. These centres excelled in diverse disciplines and attracted scholars from across the world. However, they faced setbacks due to invasions by the Kushans, Yuezhi Huns, Arab attackers, and the destructive campaigns of Bakhtiyar Khilji, which led to their decline (Apte, 1961).
11. In the Mediaeval period, institutions like Odantapuri, Sakya, and Vikramashila continued the legacy of learning, reflecting India’s enduring intellectual and cultural traditions (Kashyap, 1993).

BRITISH PERIOD

12. The Charter Act of 1813 was the first step towards education being made an objective of the government. The act sanctioned a sum of Rs. 1 lakh towards the education of Indians in British ruled India. This act also gave an impetus to the missionaries who were given official permission to come to India (Charter Act of 1813)
13. Mountstuart Elphinstone's 1823 Minute emphasized the need to establish schools to teach English and European sciences, laying the foundation for the current higher education system in India (Elphinstone a, b, 1823).
14. By the early 19th century, the indigenous education system predominated, but missionaries began introducing Western knowledge and promoting the study of English. This shift was supported by government officials and a few enlightened Indians, who either embraced the new system or recognized its benefits. These combined efforts contributed to the emergence of modern education in India (Nurullah, 1951).
15. Macaulay's Minute on Indian Education (1835) advocated strongly for promoting English over traditional Sanskrit and Arabic studies. He argued that English provided access to modern knowledge and practical skills, while Sanskrit and Arabic focused on outdated and irrelevant subjects (Macaulay, 1835). This led to the start of westernisation of Indian education system
16. With an objective to totally turn the education system upside down; Macaulay recommended reallocating government funds from traditional institutions to establish English schools in major cities. His goal was to create a class of Indians proficient in English, who could serve as intermediaries between the British and the masses, thus modernizing Indian society. He criticized the existing system as wasteful and ineffective, offering to resign if his recommendations were not implemented (Macaulay, 1835 ; Yap, 1926)

17. In the British parliament the spendings on Christian missionary work and success in conversion to Christianity in India was regularly discussed (Hansard). With similar objectives, Macaulay famously wrote in 1836, “No Hindu who has received an English education ever remains sincerely attached to his religion” (Yap, 1926).
18. Despite his strong advocacy for English education, Macaulay underestimated the deep-rooted influence of Hinduism on Indian society. He envisioned English education eradicating idol worship among Bengal’s elite within 30 years, with its influence trickling down to the lower classes (Keith, 1936).
19. In 1844, the government of Lord Hardinge solidified the importance of English education by promising preference in government service to candidates who knew English (Smith, 2000).
20. The debates about education in the 19th century reflected broader societal concerns. Sir Edward Ryan noted that “an Indian excels in mathematics, natural and moral sciences, and has superior knowledge of Arabic and Sanskrit” (Ryan, 1855, Hansard Website).
21. Similarly, Mr. Roebuck remarked in 1833, “The wild Indian, the dull and plodding peasant, and the far-sighted philosopher, are all educated” (National Education, Hansard Website, 1833). C.E. Trevelyan also acknowledged the transformative power of English education in India (Trevelyan, 1838).

MODERN EDUCATION

22. The University Grants Commission (UGC) was set up on 28th December 1953 and became a statutory body in 1956. It was established to oversee and maintain standards of teaching, exams, and research in university education. The idea came from the University Education Commission (1948), led by Dr. S. Radhakrishnan, which recommended creating a body like

- the UK's University Grants Commission (Government of India, 1948).
- 23.** In 1952, the UGC was tasked with managing grants for Central Universities and other institutions. It was officially inaugurated by Shri Maulana Abul Kalam Azad, the Minister of Education (Government of India, 1956).
 - 24.** Secondary Education Commission (1952), also known as the Mudaliar Commission, was formed on 23rd September 1952 on the advice of the Central Advisory Board of Education (1951). It was chaired by Dr. Lakshmanaswami Mudaliar, the Vice-Chancellor of Madras University, and aimed to reform and improve secondary education in India. The commission recommended diversifying the curriculum by introducing vocational and general education streams to meet the varied interests and abilities of students (Government of India, 1952).
 - 25.** It proposed a three-year structure for secondary education (Classes IX to XI) and advocated for examination reforms to reduce rote learning and emphasize understanding and practical skills.
 - 26.** The commission also stressed the need for better teacher training programs, improved school infrastructure with libraries and laboratories, and the inclusion of co-curricular activities to promote the all-round development of students. Additionally, it highlighted the importance of career counselling and guidance services for students.
 - 27.** Education Commission (1964–66) chaired by Dr. D.S. Kothari, was established to reform India's education system comprehensively. Known as the Kothari Commission, it introduced the 10+2+3 system of education, emphasized the importance of science and technology, vocational education, and proposed a common school system to promote equality. It also recommended free and compulsory education up to the age of 14 and suggested increasing public expenditure on education to 6% of GDP. The Commission's recommendations laid the foundation for the National Policy on Education (1968) (Government of India, 1966).

28. The National Knowledge Commission (NKC), established in 2005 and chaired by Sam Pitroda, aimed to transform India into a knowledge-based economy. In its final report submitted in 2009, the NKC emphasized reforms in higher education, innovation, and access to knowledge. It recommended increasing the number of universities, promoting public-private partnerships, improving research infrastructure, and enhancing the quality of teaching (Government of India, 2007).
29. The Commission also highlighted the importance of digitization, libraries, and the right to education for inclusive growth. Its recommendations significantly shaped policy discussions on knowledge and education in India.
30. The First National Education Policy of 1968 focused on free and compulsory education up to age 14, improving teacher status and training, promoting regional and international languages, and ensuring equal educational opportunities. It emphasized science education, research, agriculture, and industrial relevance, along with reforms in examinations, university education, and adult literacy. The policy encouraged work experience, national service, and physical education while safeguarding minority rights and standardizing the educational structure for holistic national development.
31. The National Policy on Education (NPE) 1986 highlights the critical role of education in promoting equity and social justice for women (Government of India, 1986).
32. Education for women's equality is a vital component of the overall strategy for ensuring equity and social justice in education. Paragraphs 4.2 and 4.3 of the National Policy on Education (NPE), 1986 strongly emphasize the empowering role of education and the need for interventions to address gender disparities. These provisions include the establishment of special support services and the removal of factors that lead to discrimination against women at all levels of education (Government of India, 1986).
33. In 1992, the Government appointed the Janardan Reddy Committee, whose report laid the foundation for the revised National Policy on Education and the Programme of Action (POA) 1992. The revised POA emphasized education for

- equality and proposed expanding Operation Blackboard to include the upper primary level, ensuring a minimum of 50% female teachers in future elementary appointments, introducing informal education programs for working children and the educationally deprived, implementing computer education in as many schools as possible, and keeping elementary schools open throughout the year (Government of India, 1992).
34. The Operation Blackboard scheme was launched in 1987 as part of the NPE-POA initiative to improve primary education across the country. The scheme aimed to provide all primary schools with minimum essential facilities, including adequate infrastructure, teaching materials, and trained teachers, to create a conducive learning environment and ensure quality education for all (Government of India, 1987).
 35. The National Knowledge Commission (NKC) was constituted on 13th June 2005 as a high-level advisory body to the Prime Minister of India. The vision for NKC was articulated in the address of Dr. Manmohan Singh, Prime Minister of India, “The time has come to create a second wave of institution building, and of excellence in the fields of education, research and capability building (National Knowledge Commission, 2007).
 36. Build excellence in the educational system to meet the knowledge challenges of the 21st century and increase India’s competitive advantage in fields of knowledge.
 37. Promote creation of knowledge in Science & Technology laboratories. Improve the management of institutions engaged in Intellectual Property Rights. Promote knowledge applications in Agriculture and Industry. Promote the use of knowledge capabilities in making government an effective, transparent and accountable service provider to the citizen and promote widespread sharing of knowledge to maximize public benefit (National Knowledge Commission, 2007).
 38. The Right to Education (RTE) Act, 2009, ensures free and compulsory education for children aged 6-14, mandating private schools to reserve 25% of seats for disadvantaged groups. No child can be held back, expelled, or required to pass board exams until completing elementary education. It also includes provisions for special training for dropouts.

39. Implementation is shared by central, state, and local governments, with the central government covering 68% of costs. The Act, stemming from Article 21-A of the Constitution (86th Amendment, 2002), guarantees free education by eliminating financial barriers and obligates governments to ensure admission, attendance, and completion of elementary education. It came into effect on 1 April 2010 (Government of India, 2009).
40. Samagra Shiksha - an Integrated Scheme for School Education has been launched throughout the country as a Centrally Sponsored Scheme with effect from the year 2018-19. This programme subsumes the three erstwhile Centrally Sponsored Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE) (Government of India, 2018).
41. It is an overarching programme for the school education sector extending from pre-school to class XII and aims to ensure inclusive and equitable quality education at all levels of school education. It envisages the 'school' as a continuum from pre-school, primary, upper primary, secondary to senior secondary levels (Government of India, 2018).
42. The major interventions under the scheme are: (i) Universal Access including Infrastructure Development and Retention; (ii) Gender and Equity; (iii) Inclusive Education; (iv) Quality; (v) Financial support for Teacher Salary; (vi) Digital initiatives; (vii) Entitlements under the Right of Children to Free and Compulsory Education (RTE) Act, 2009 including uniforms, textbooks etc.;(viii) Pre-school Education; (ix) Vocational Education; (x) Sports and Physical Education; (xi) Strengthening of Teacher Education and Training; and (xii) Monitoring of the scheme. The main emphasis of the Scheme is on improving quality of school education and the strategy for all interventions would be to enhance the Learning Outcomes at all levels of schooling (Government of India, 2018).
43. In the early 1990s, the District Primary Education Programme (DPEP) introduced the District Information System for Education (DISE), a school-based computerized information system designed to monitor classes 1-5. Over time, this system

- expanded to cover all levels of elementary education in India. In 2008-09, the Secondary Education Management Information System (SEMIS) was launched to monitor classes 9-12. By 2012-13, DISE and SEMIS were integrated into the Unified District Information System for Education (UDISE), which became the primary source of data on schools, teachers, and student enrollment across the country. Schools entered data manually through the Data Capture Format (DCF) by 30th September each year, which was then processed and shared with the central government to create a comprehensive national database.
- 44.** In 2015, India embraced Sustainable Development Goal 4 (SDG 4) as part of the 2030 Agenda for Sustainable Development. SDG 4 aims to ensure inclusive, equitable access to quality education and promote lifelong learning opportunities for all by 2030. To achieve this ambitious goal, India is reconfiguring its education system to provide better support and foster effective learning, contributing to the broader targets of the 2030 Agenda for Sustainable Development (Government of India, 2015).
 - 45.** Dr. Krishnaswamy Kasturirangan, former chief of the Indian Space Research Organisation (ISRO), led the team that drafted the National Education Policy (NEP) 2020, through the Kasturirangan Committee. The NEP 2020, a comprehensive educational reform, was announced on July 29, 2020, after the extensive public consultation, reflecting a democratic approach to policy-making (Government of India, 2020).
 - 46.** NEP 2020 implementation requires coordinated efforts by multiple bodies like the Ministry of Education, CAGE, NCERT, SCERTs, States/UTs, and educational institutions, with timelines and methodologies outlined for various themes. The Ministry has directed States/UTs to implement NEP 2020 in letter and spirit (Government of India, 2020).
 - 47.** To support the implementation of NEP 2020, the Department of School Education & Literacy has developed SARTHAQ (Students' and Teachers' Holistic Advancement through Quality Education), an indicative plan for school education. SARTHAQ aligns NEP recommendations with 297 tasks,

specifying goals, outcomes, responsible agencies, timelines, and 304 outputs, providing a clear roadmap for achieving the policy's objectives (Government of India, 2020).

- 48.** The major recommendations of NEP that have been aligned and included in revamped Samagra Shiksha are as follows: Emphasis on Foundational Literacy and Numeracy Provision for Holistic Progress Card (HPC), Introduction of tracking of learning outcomes as well as transition of children, Induction of qualified counsellors at secondary and senior secondary level in a phased manner, Provision of Language Teachers for non-Hindi speaking states, Provision of Capacity building of teachers (50 Hrs CPD), Provision for Bagless days and internships, Support for OOSC (Out of School Children) in age group of 16- 19 years, Provision for Activities of PARAKH, Provision for Separate stipend for CWSN girl child; Provision for identification of CWSN and Resource Centre at block level, Expansion of schooling facilities including Residential Hostels, KGBVs etc., Provision for Hub and Spoke model in vocational education, Provision for Smart classroom and support for DIKSHA, Support for Assessment Cells in SCERT etc (Government of India, 2020).

METHODOLOGY OF THIS STUDY

Brief methodology followed to understand the impact of NEP and how it is being received at the ground level, a mixed strategy was adopted. The idea was to discover the facts with minimal filters. The path followed is briefly mentioned hereunder;

SURVEYS, INTERACTIONS AND RECORDING

A total of 52 secondary schools were surveyed, and 219 officials Principals/ Headmasters/ Teachers/ Vocational Teachers (Annexure 1) were interviewed through a combination of close-ended and open-ended interviews, along with discussions. Audio Video was also captured of those participants who were willing to express their opinions, answers and facts on camera.

TOOLS

The tools for data collection included both primary and secondary sources.

Primary data was collected through close-ended interviews, questionnaires, open-ended interviews, and discussions with Principals/ Headmasters/ Teachers/ Vocational Teachers/ Staff. This included audio-visual recording of the willing participants.

Secondary data, aligned with the objectives of the study, was obtained from research papers, parliamentary debates, policy documents, legislations, newspaper articles, and official websites.

Tools used for data analysis are Excel and SPSS.

STUDY AREA

The present study investigates previously unexplored areas of District Budgam (*Figure 1*) in the Union Territory of Jammu and Kashmir and provides an illustrated account of the implementation and impact of NEP-2020. The district is divided into nine tehsils Budgam Beerwah, Chadoora, Khansahib, Chararisharief, B K Pora, Khag, Narbal and Magam and 13 zones: Soibug, Khag, Hardpanzoo, Khanshaib, Charar-I-Sharief, Beerwah, Budgam, Dreygham, Narbal, B. K. Pora, Nagam, and Magam.

District Budgam is one of the 20 districts of Jammu and Kashmir, located in the northernmost part of India. The Union Territory is bordered by Afghanistan, China, and Pakistan and lies between 32.17° and 36.58° North latitude and 73.26° and 80.30° longitude from east to west. The Kashmir Valley, 100 sq. km wide, spans an area of 15,520.3 sq. km and is surrounded by the Pir Panjal range and the Zaskar range.

The River Jhelum, originating from the Verinag spring in the Anantnag district, flows through the valley (Iqbal *et al.*, 2012).

District Budgam, situated between 33° 15' and 34° 30' N latitude and 74° and 75° 13' E longitude, covers an area of 1,291 sq. km. It is bounded on the south by the Pir Panjal range and on the north by the main or central Himalayan ranges. To its north lie Baramulla and Srinagar districts, while Pulwama district is located to its south, and the Poonch border lies to the southwest. The Pir Panjal and Karewas foothills, extending from southwest to northeast, separate it from the Chenab Valley and the Jammu region (Najar and Khan, 2011; Lone and Romshoo, 2011).

The climate of Budgam is temperate, with heavy snowfall during winters. The district receives an average annual rainfall of 669.1 mm (Rashid *et al.*, 2011), and the mean annual temperature is 20.2°C (Najar and Khan, 2011). The topography exhibits altitudinal extremes ranging from 1,550 to 4,700 m above mean sea level.

The region's soils are of three types: loamy soil, karewa soil, and poorly developed mountain soil (Raza *et al.*, 1978). Forests cover 1,371 sq. km, constituting 34.79% of the total geographical area of the Union Territory (Government of India, Ministry of MSME). Common tree species include Chinara, Poplar, Deodar, Fir, Pine, Kail, Partal, Mulberry, and Walnut (Raina, 2002).

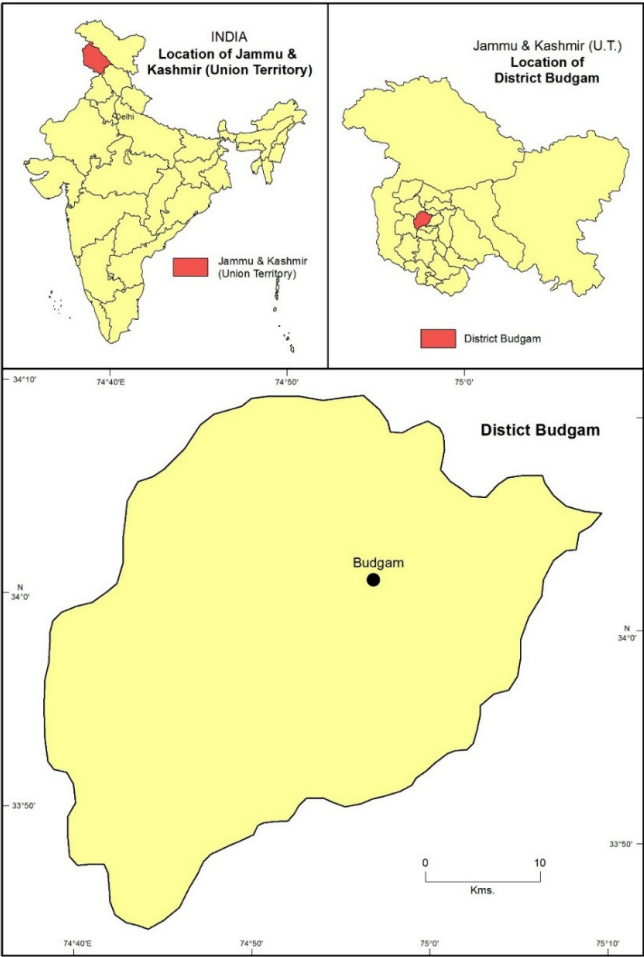


Figure 1: Map of District Budgam, visited during Survey

RESULTS AND DISCUSSION

ASSESSMENT OF NEP – 2020

The National Education Policy (NEP) 2020 is a visionary initiative aimed at transforming India into a global knowledge superpower. It builds on the legacies of earlier policies like NEP 1968, which emphasized compulsory education up to 14 years, and NEP 1986, which focused on addressing disparities among social groups and improving education quality. NEP 2020 introduces a transformative framework built on five pillars: equity, affordability, inclusivity, equality, and accountability. With its multidisciplinary approach, the policy bridges the divide between science and arts, offering flexibility and fostering qualities such as empathy, respect, pluralism, cleanliness, democratic spirit, and scientific temperament. It aligns with the National Curriculum Framework (NCF) 2023, focusing on

pedagogy and curriculum while introducing innovative features like Early Childhood Care and Education (ECCE) and vocational education.

One of NEP 2020's notable contributions is its emphasis on a skill-based, multidisciplinary approach that ensures students are not just educated but employable in a fast-changing world. By focusing on conceptual and critical thinking alongside game-based and experiential learning, the policy aims to make students future-ready. It adopts the 5+3+3+4 pedagogical structure, replacing the traditional 10+2 model. This structure introduces play-based learning in the mother tongue at the foundational stage, prioritizes student interests and the national language at the preparatory stage, and offers a wider choice of subjects and a semester-based grading system at the secondary level, reducing stress and enhancing flexibility.

Inclusive education has also been prioritized, ensuring SC/ST and specially-abled students are treated as equals to general-category learners. NEP 2020 also emphasizes the holistic development of students by integrating vocational and non-vocational streams while bridging divides such as rich and poor or science and arts. The policy advocates for inclusivity and flexibility to ensure equitable learning opportunities for all students. Teachers are encouraged to set SMART target (Specific, Measurable, Achievable, Relevant, and Timely goals) ensuring that educational objectives are realistic and progress is trackable. Without clear targets, achieving the policy's broader goals becomes challenging. However, challenges persist in the implementation of NEP 2020, particularly in remote and rural areas. These challenges include inadequate teacher training, poor ICT infrastructure, and a lack of support for traditional trades and skill tools. Targeted strategies, such as revisiting policies, addressing uneven teacher distribution, and improving infrastructure, are essential for success.

The COVID-19 pandemic further highlighted issues like online education accessibility, which NEP 2020 aims to resolve through digital education initiatives. Accountability, particularly at the foundational level, is critical to achieving the policy's ambitious goals. Teachers remain the cornerstone of NEP 2020's success. To ensure effective implementation, teacher training must be prioritized, especially at the foundational and lower levels. Collaborative engagement among teachers from diverse disciplines is essential to shift traditional teaching models to more modern and inclusive approaches. If implemented effectively,

NEP 2020 has the potential to revolutionize India's education system, addressing job-related concerns, fostering critical thinking, and creating global citizens equipped with skills and creativity. The policy is not just a framework for education but a comprehensive effort to reshape India's education landscape, making students self-sufficient, future-ready, and capable of contributing meaningfully to the nation's progress.

Linguistic development requires a delicate balance between monolingualism and multilingualism, emphasizing the importance of the mother tongue in preserving students' identity, cultural heritage, and familial ties. While multilingualism sharpens the mind, broadens perspectives, and prepares students for global interactions, excessive emphasis on learning at least three languages English, the mother tongue, and one additional language raises concerns about overburdening students and potentially sidelining STEM (Science, Tech education. Historical examples, such as Prophet Muhammad encouraging the learning of multiple languages and the Persian poet's observation, "The more languages you know, the more useful you are," underscore the value of multilingualism. However, solely relying on the mother tongue for instruction is insufficient in a globalized world.

English, as a global lingua franca, is critical for employability and access to vast knowledge resources. NEP 2020's emphasis on introducing English only by the 8th grade risks undermining students' foundational competence, making it difficult to bridge the gap in two to three years. Introducing English at the foundational level ensures strong communication skills and confidence, which are vital for success in assessments and the global job market.

One significant challenge is the discrepancy between teaching students in their mother tongue while assessments are conducted in English, which hinders their performance. In Gujjar-dominated areas, where 25% to 30% of the population belongs to the Scheduled Tribe (ST) category, this challenge is amplified. Many students speak Gujjari or Kashmiri as their primary language, yet they cannot understand each other's languages. Moreover, many teachers cannot speak Kashmiri fluently and resort to a third language, such as Urdu or English, to communicate effectively in classrooms. In such regions, adopting Urdu as a common medium of instruction offers a practical solution, bridging linguistic divides and ensuring effective communication among students

and teachers. By addressing these complexities, linguistic policies can promote inclusivity, employability, and holistic development without compromising on students' academic and professional growth.

Vocational education in Jammu and Kashmir (J&K) has seen remarkable growth since its inception in 2016-17, expanding from 132 schools offering three trades to 1,350 schools offering 15 trades, with plans to reach 2,400 schools. Vocational education has proven to be highly beneficial, providing students with practical skills that enable them to earn a livelihood, become financially independent, and contribute to society. Courses in sectors like IT, tourism, retail, and Kashmiri crafts should be integrated into the curriculum to enhance the relevance and impact of vocational training. For example, Masters in tourism management, courses offer students secure jobs or start their own businesses. NEP 2020 promotes self-reliance by encouraging students to pursue vocational courses, with success stories of individuals traveling to Europe, America, and Switzerland after acquiring vocational skills demonstrating the transformative potential of such education.

The Government of Jammu and Kashmir has implemented the Centrally Sponsored Scheme for Vocationalisation of Secondary and Higher Secondary Education under National Skills Qualifications Framework (NSQF). The scheme involves NSDC and Sector Skill Councils (SSCs) for training, curriculum accreditation, assessments, and certifications. Vocational education begins at Class 9 and continues until Class 12. Initially, 132 schools introduced trades such as IT/ITeS, Retail, Healthcare, and Tourism in 2016-17. A total of 733 schools have been approved, with 553 already operational, and 626 vocational labs established. The initiative aligns with NEP 2020 to promote skill development in students from Classes 6 to 8, involving 2,000 schools and 40 schools under the Hub and Spoke model.

Vocational education also helps address dropout rates, particularly in areas with high tourism potential. By equipping students with skills related to tourism, they can earn a living, thereby reducing the dropout rate and enhancing employment opportunities in the sector. However, vocational education should focus more on practical exposure through internships and skill-based learning programs rather than simply being graded like traditional academic subjects. Higher Secondary school Dragger and Higher Secondary school Wathora have implemented

vocational courses in a best way.

Despite its advantages, vocational education at the higher secondary level faces challenges, including a lack of societal awareness and parental orientation, which leads to the stigmatization of vocational courses. Additionally, outdated curricula fail to align with industry needs, leaving students unprepared for the job market. To address this, states should promote the establishment of industries that can absorb vocational graduates, aligning training with job opportunities.

Furthermore, promoting indigenous crafts such as pottery, leatherwork, and dyeing is essential, as these traditional arts are often overlooked despite having strong international markets. Integrating these crafts into education can help preserve cultural heritage while providing students with valuable skills. Vocational education plays a crucial role in addressing challenges like population growth, economic inequality, and lack of social mobility. By equipping individuals with the necessary skills, vocational education helps improve quality of life and contributes to economic growth.

Workshops on NEP 2020 have emphasized the need for extensive teacher training to ensure effective vocational education, with platforms like DIKSHA providing online training for teachers. Students should also be encouraged to visit vocational institutions like Industrial Training Institutes (ITIs) for hands-on learning and be awarded certificates for their skills, enhancing employability and preparing them for real-world challenges.

However, there is a concern about overemphasizing vocational skills at the expense of academic education, which may result in a workforce focused only on trades like plumbing and labour. While vocational training is crucial, equal emphasis must be placed on academic fields to produce researchers, specialists, and professionals who can drive innovation and tackle pressing issues, such as Kashmir's rising health challenges, which require experts in medicine and research. Achieving excellence in both vocational and academic education is critical for the holistic development of individuals and the progress of society.

OBSERVATIONS FROM THE FIELD

1. When the teachers were asked, “Are you familiar with the key features of NEP 2020?” 100% responded affirmatively, indicating that all the teachers surveyed in District Budgam are aware of the key features of the National Education Policy (NEP) 2020 (Figure 4.1).

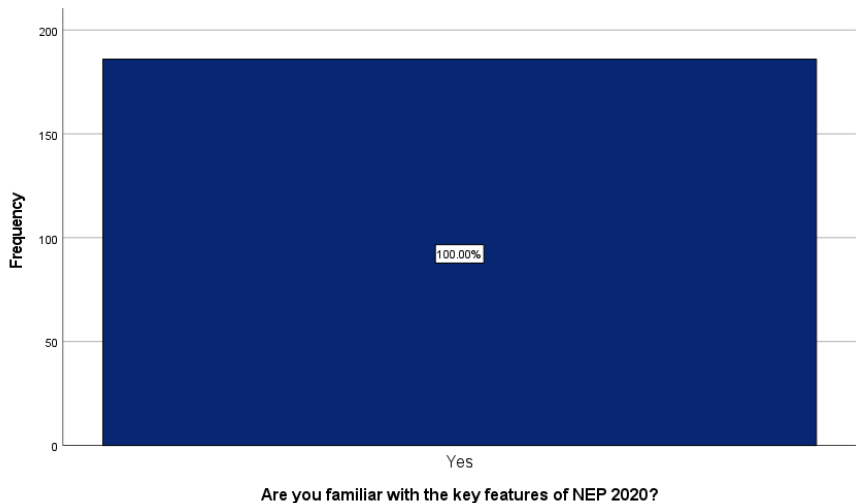


Figure: 4.1: Key features of NEP 2020

2. When asked, “Have you received any training or orientation on NEP 2020?”, 60.75% of the teachers responded affirmatively, indicating that they have received training or orientation on the policy, while 39.25% No, this suggests that a majority of the teachers in District Budgam have been exposed to professional development related to NEP 2020, although a significant portion has yet to receive such training (Figure 4.2)

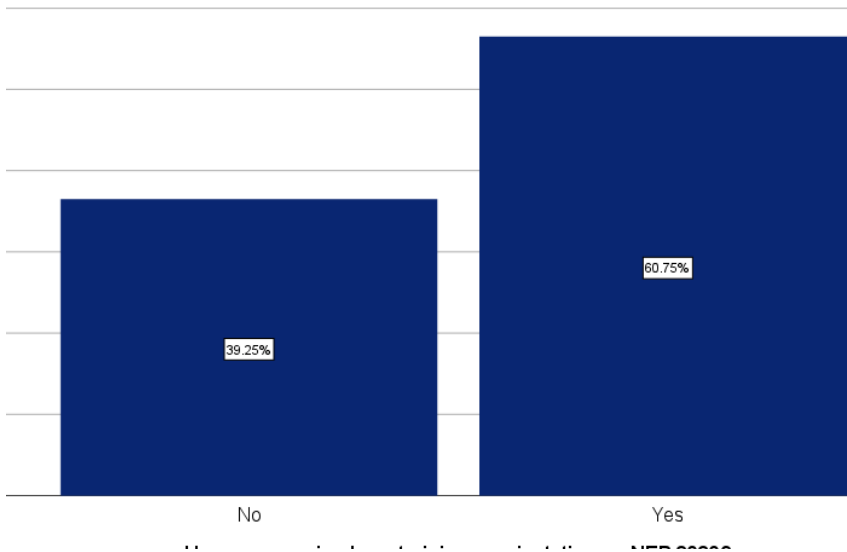


Figure 4.2: Trainings or orientation on NEP 2020

3. When asked, “If yes, how effective was the training/ orientation in enhancing your understanding of NEP 2020?”, 51.08% of the teachers found it moderately effective, 12.37% considered it effective, 5.91% rated it highly effective, 24.73% felt it was slightly effective, and 5.91% stated that it was not effective. This indicates that while a majority of teachers found the training to be at least moderately effective, there is room for improvement in the overall impact of the training and orientation programs (Figure 4.3).

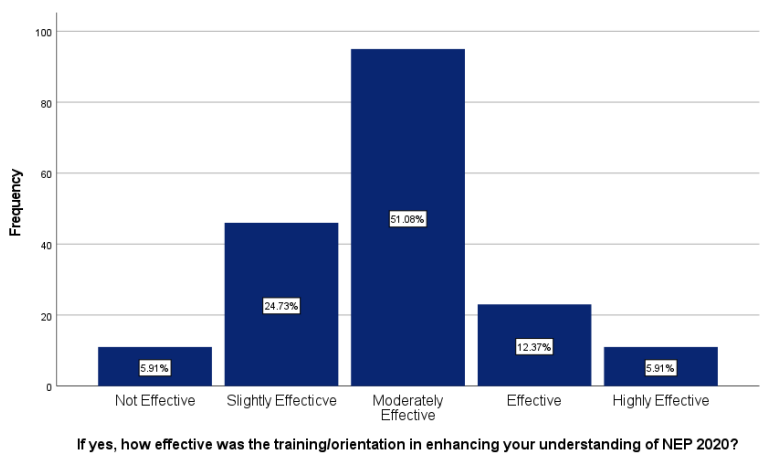


Figure 4.3: Effectiveness of trainings/ orientations.

4. When asked, “How well-equipped do you feel to implement NEP 2020 principles in your classroom after the training?”, 39.25% of the teachers felt moderately equipped, 25.81% felt slightly equipped, 17.74% felt well equipped, 12.37% felt not equipped, and 4.84% felt very well equipped. This shows that while a majority of teachers feel at least moderately prepared to implement NEP 2020 principles, there is still a significant portion who feel less equipped or unprepared (Figure 4.4).

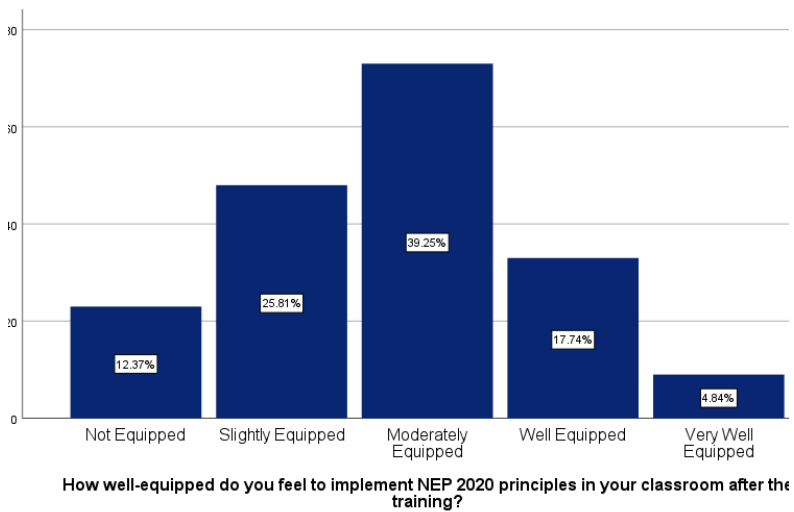


Figure 4.4: Assessing readiness for NEP 2020 implementation.

5. When asked, “How well are students adapted to the new curriculum and pedagogy?”, 59.14% of the teachers agreed, 32.26% remained neutral, 4.84% strongly agreed, 2.69% disagreed, and 1.08% strongly disagreed. This suggests that the majority of teachers believe students are adapting well to the new curriculum and pedagogy, with a small percentage expressing concern (Figure 4.5).

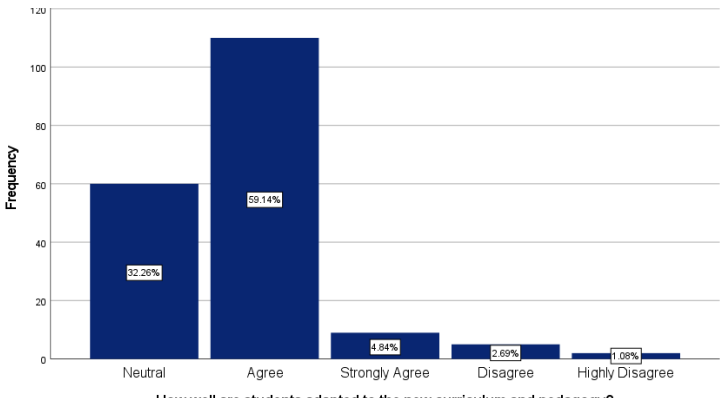


Figure 4.5: Students adaptation on new curriculum and pedagogy.

6. When asked, “Have assessment practices changed due to NEP 2020?”, 2.69% of the teachers responded negatively, while the remaining teachers indicated that assessment practices have indeed changed. This reflects a widespread shift in assessment methods, aligning with the reforms introduced by NEP 2020 (Figure 4.6).

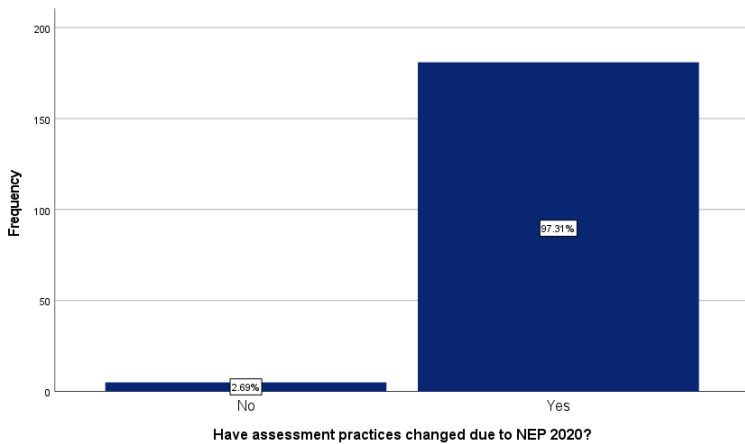


Figure 4.6: Assessment practices

7. When asked, “If yes, which methods are being used?”, 54.84% of the teachers reported using continuous assessment, 27.42% are employing project-based assessment, 12.37% are focusing on skill-based assessments, and 4.84% are still using traditional exams. Additionally, 0.54% mentioned other methods, indicating a variety of approaches being implemented in response to the NEP 2020 reforms.

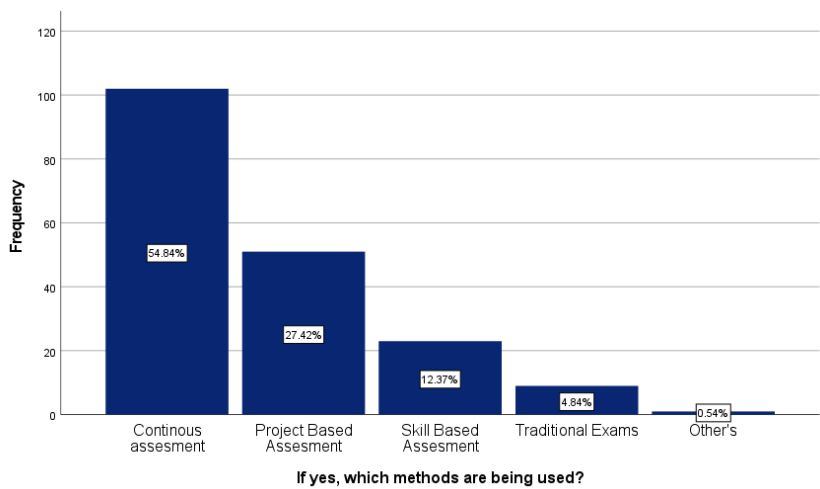


Figure 4.7: Methods of Assessment.

8. When asked, “Are you aware of NEP 2020 provisions for inclusive education?”, 3.76% of the teachers responded negatively, while the rest indicated that they are aware of the provisions. This suggests that the majority of teachers in District Budgam are familiar with the inclusive education policies outlined in NEP 2020 (Figure 4.8).

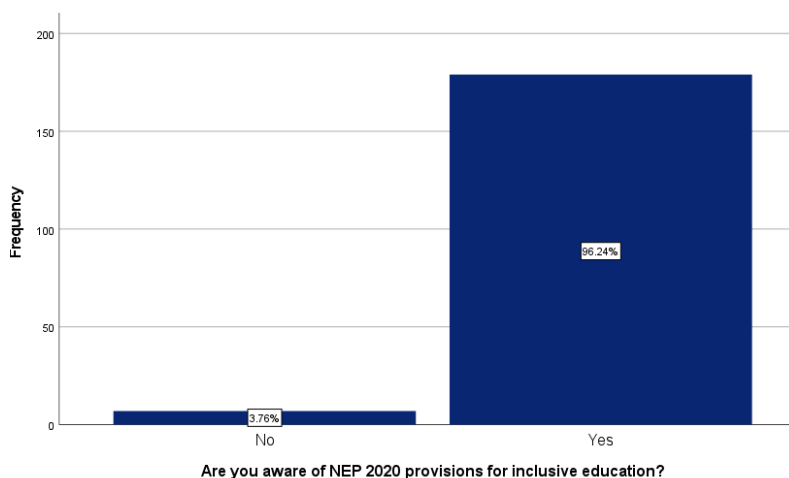


Figure 4.8: Inclusive Education

9. When asked, “Does your school have access to ICT tools (computers, tablets, internet)?”, 80.11% of the teachers responded affirmatively, while 19.89% said no. This indicates that a significant majority of schools in District Budgam have access to ICT tools, though there is still a portion that lacks such resources (Figure 4.9).

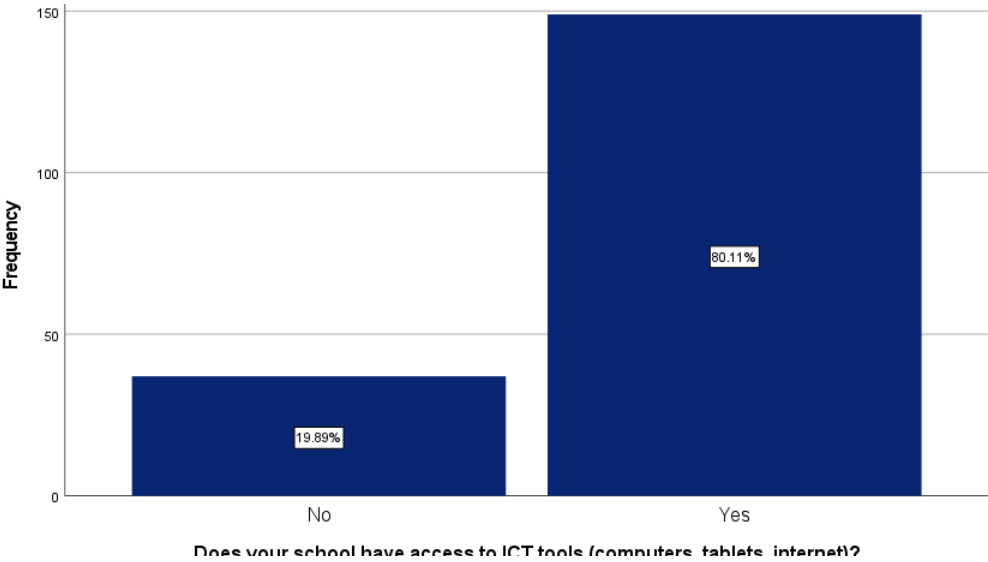


Figure 4.9: Access to ICT tools.

10. When asked, “How frequently are ICT tools used in teaching and learning?”, 31.18% of the teachers reported using ICT tools weekly, 26.88% use them daily, 23.12% use them occasionally, and 18.82% use them rarely. This indicates that while ICT tools are used regularly in some schools, their frequency of use varies, with a notable portion of teachers using them less frequently (Figure 4.10).

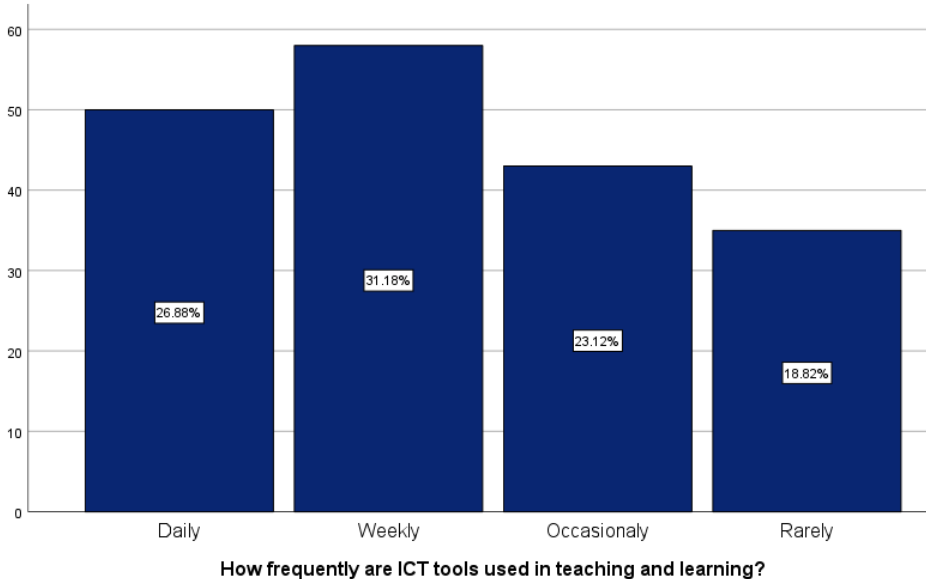


Figure 4.10: Usage of ICT Tools.

11. When asked, “Do you know about DIKSHA?”, 1.08% of the teachers responded negatively, while the rest indicated that they are familiar with DIKSHA. This suggests that the vast majority of teachers in District Budgam are aware of this platform, which is a key resource for digital learning and teacher professional development under NEP 2020 (Figure 4.11).

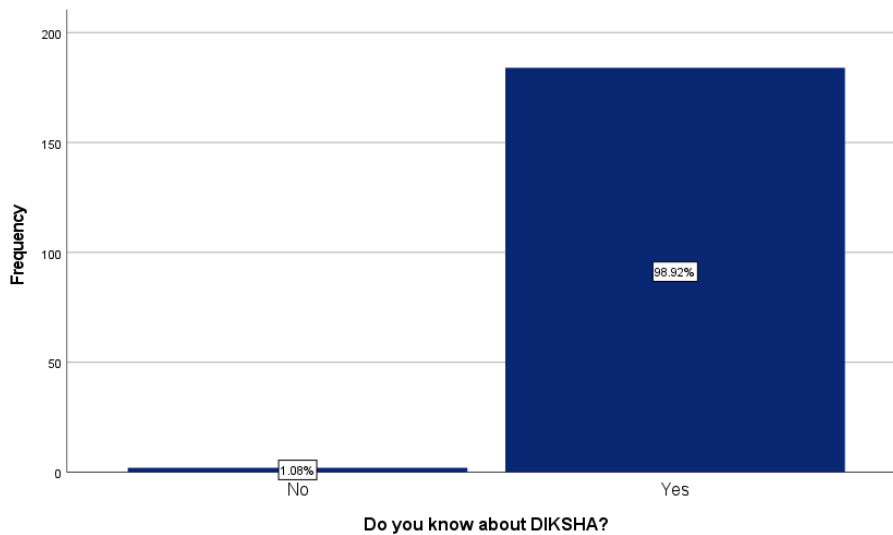


Figure 4.11: Familiarity to DIKSHA

12. When asked, “Do you implement DIKSHA in the teaching-learning process?”, 3.76% of the teachers responded negatively, while the rest indicated that they do implement DIKSHA. This suggests that most teachers in District Budgam are actively using the DIKSHA platform as part of their teaching methods (Figure 4.12).

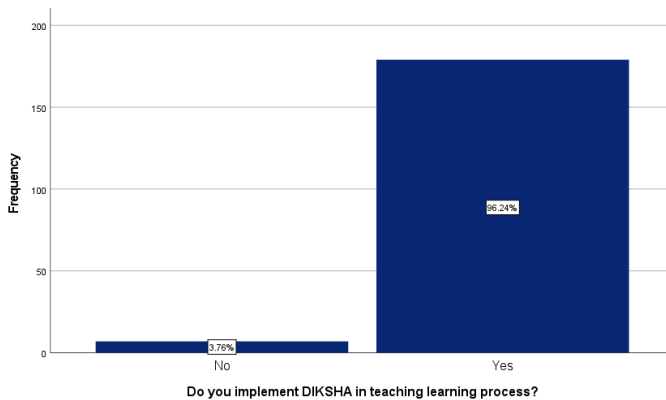


Figure 4.12: Implementation of DIKSHA in teaching learning process.

13. When asked, “How effective is DIKSHA in the teaching-learning process?”, 56.99% of the teachers agreed, 25.81% remained neutral, 15.05% disagreed, and 1.61% strongly disagreed. This indicates that a majority of teachers find DIKSHA effective in supporting the teaching-learning process, though there are some teachers who have reservations (Figure 4.13).

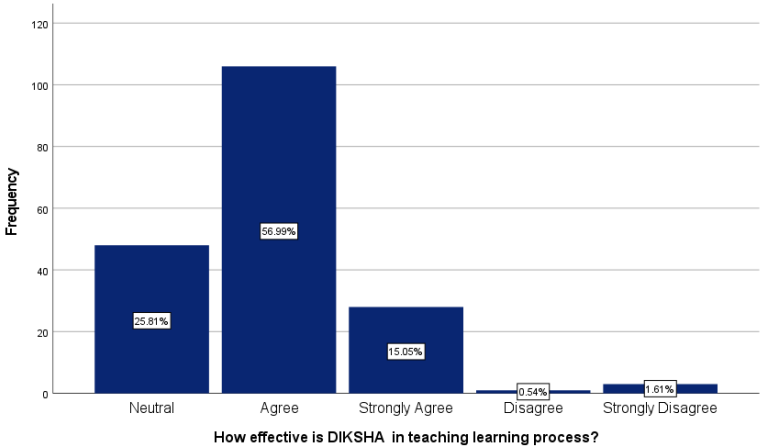


Figure 4.13: Effectiveness of DIKSHA in the teaching-learning process.

14. When asked, “Which innovative pedagogy techniques do you find most effective in increasing student motivation?”, 59.68% of the teachers identified project-based learning, 26.68% favoured collaborative learning, 9.14% selected gamification, and 4.30% preferred the flipped classroom. This shows that project-based learning is considered the most effective technique for boosting student motivation, followed by collaborative learning, with gamification and flipped classroom methods having a smaller impact (Figure 4.14).

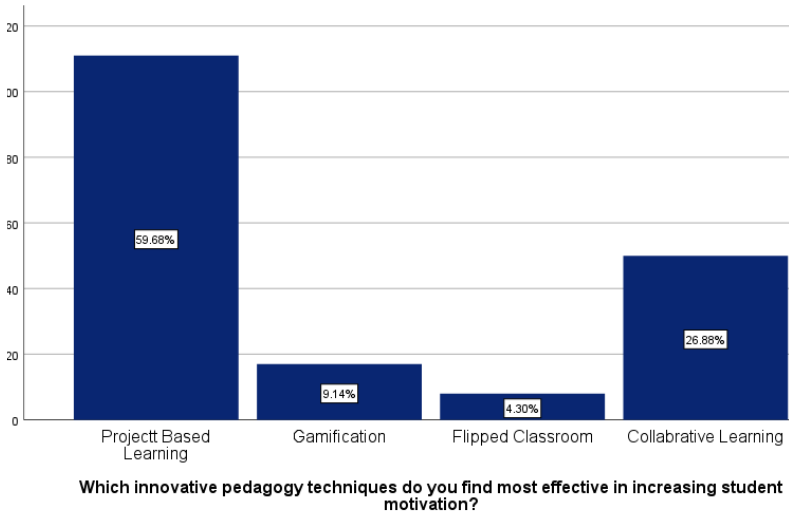


Figure 4.14: Innovative Pedagogy Techniques.

15. When asked, “How do you think innovative pedagogy impacts student engagement in your classroom?”, 60.75% of the teachers believed it significantly enhances engagement, while 34.95% felt it moderately enhances engagement. This suggests that most teachers feel that innovative pedagogy techniques have a strong positive impact on student engagement in their classrooms (Figure 4.15).

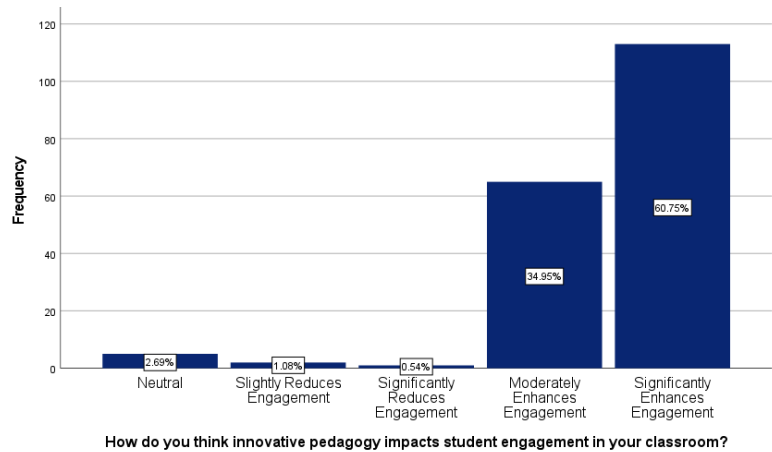


Figure 4.15: Innovative pedagogy impact on student engagement.

16. When the school Principals and headmasters were asked, “Are you familiar with the key features of NEP 2020?” 100% responded affirmatively, indicating that all the teachers surveyed in District Budgam are aware of the key features of the National Education Policy (NEP) 2020 (Figure 4.16).

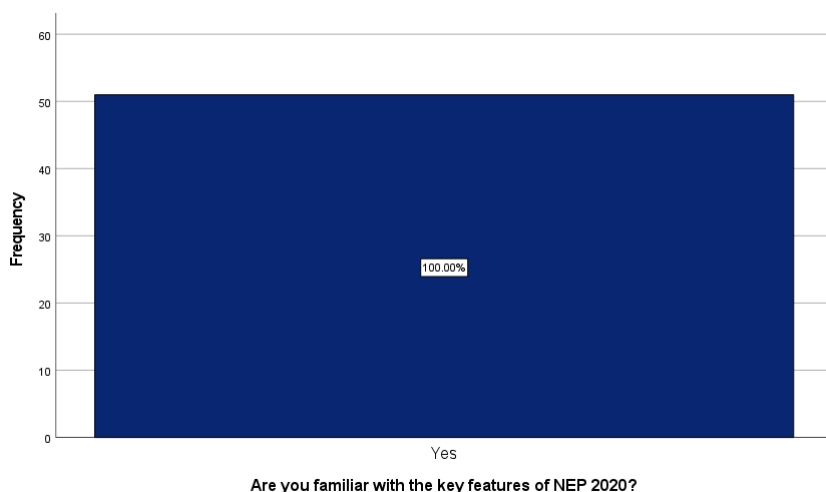


Figure 4.16: Familiarity on key features of NEP 2020.

17. When school principals and headmasters were asked, “ Has your school implementing the changes recommended by NEP 2020?” the graph shows that 100% of respondents answered “Yes.” This highlights their readiness to support its implementation in schools (Figure 4.17).

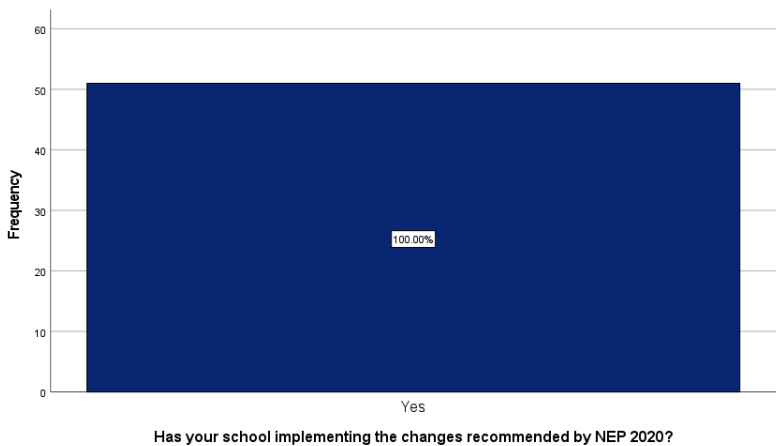


Figure 4.17: Implementation of NEP 2020.

18. How well do you implement objectives of NEP 2020 that align with the needs of secondary-level education? The majority of respondents, accounting for 41.18%, reported implementing the objectives effectively, while 25.49% indicated very effective implementation. Around 29.41% stated they implemented the objectives moderately, and a small percentage (3.92%) reported slight implementation. This highlights that most principals and school heads are actively aligning NEP 2020 objectives with secondary-level education needs, ensuring progressive implementation (Figure 4.18).

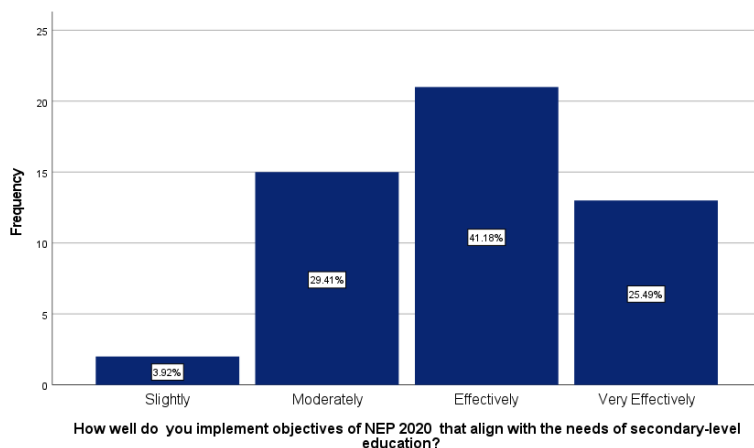


Figure 4.18: Implementation of NEP 2020 objectives in Secondary Education.

19. When principals and school heads were asked to rate the availability of resources for implementing NEP 2020, the majority (45.10%) rated it as Good, followed by 35.29% who rated it as Fair. A smaller percentage rated it as Poor and Excellent (7.84% each), while 3.92% considered it Bad. This indicates that while most find resources moderately sufficient, there is room for improvement to ensure better implementation of NEP 2020 objectives (Figure 4.19).

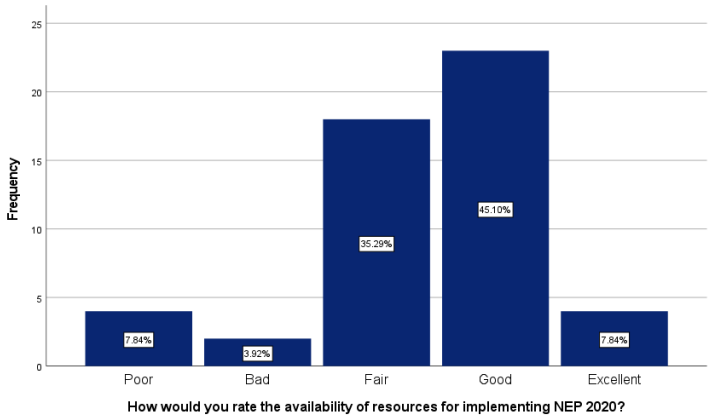


Figure 4.19: Availability of Resources.

20. When asked how much support they received from the government in implementing NEP 2020, the majority of principals (43.14%) reported receiving Moderate Support, followed by 23.53% who found the government Very Supportive. Additionally, 17.65% considered the support Slightly Supportive, while smaller proportions described it as Extremely Supportive (13.73%) or Not Supportive At All (1.96%). This indicates that while many principals perceive moderate to high levels of government support, there is a need for increased assistance to ensure smoother implementation (Figure 4.20).

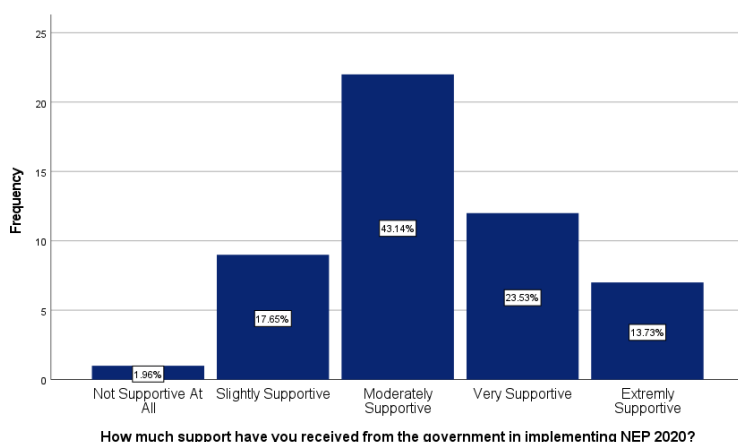


Figure 4.20: Government support in implementing NEP 2020.

21. When asked if they apply experiential and skill-based learning in their schools, the majority of principals (58.82%) reported applying it Partially, while 39.22% stated they apply it Fully.

A very small percentage (1.96%) indicated they do Not At All. This highlights a positive trend toward implementing such learning methods, though there is scope to move from partial to full application for greater impact (Figure 4.21).

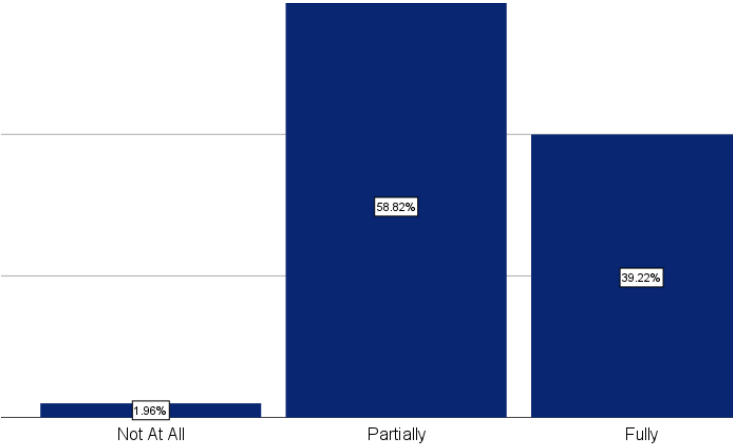


Figure 4.21: Experiential and skill-based learning.

- 22.** When School Principals and Headmaster were asked, Has your school adopted a multidisciplinary approach as per NEP 2020? An overwhelming majority (96.08%) reported *Yes*, while only 3.92% indicated *No*. This reflects strong progress in aligning schools with NEP 2020's multidisciplinary approach (Figure 4.22).

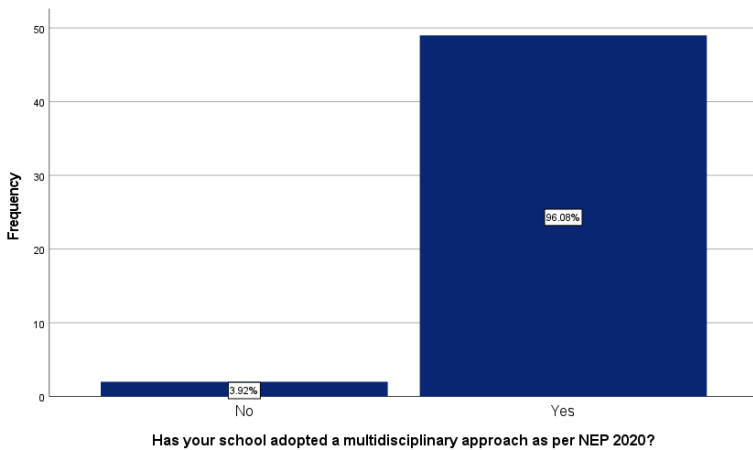


Figure 4.22: Adoption a multidisciplinary approach.

23. When school principals and headmasters were asked how effective they find skill-based learning in improving students’ practical knowledge, 33.33% rated it as Very Effective, 35.29% considered it Effective, and 31.37% remained Neutral. This indicates that most respondents acknowledge the positive impact of skill-based learning, though some remain uncertain about its effectiveness (Figure 4.23).

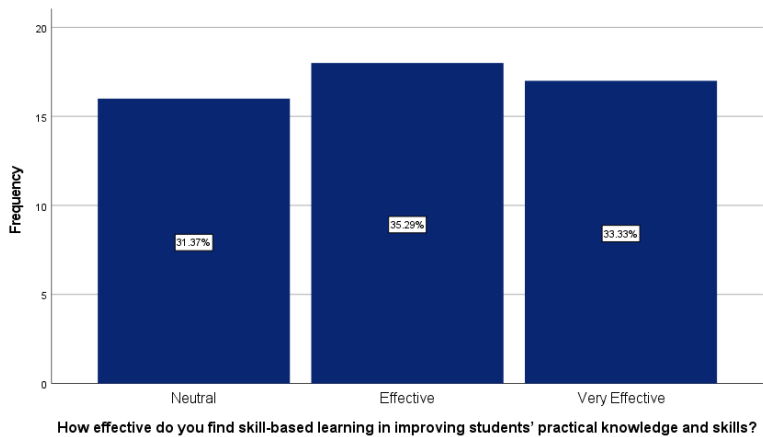
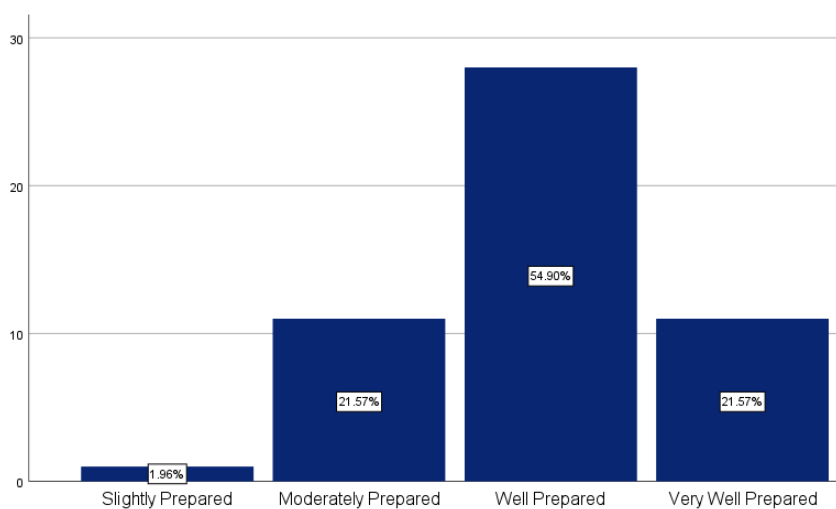


Figure 4.23: Effectiveness of skill-based learning.

24. When principals were asked about teachers' preparedness to adopt new pedagogical methods as per NEP 2020, 54.90% stated that teachers were Well-Prepared, 21.57% said Very Well-Prepared, another 21.57% considered them Moderately Prepared, and 1.96% reported them as Slightly Prepared. This reflects a generally high level of readiness among teachers, though further efforts could enhance preparedness comprehensively (Figure 24).



How prepared are teachers in your school to adopt new pedagogical methods as per NEP 2020

Figure 4.24: Teacher's Preparedness.

25. “When principals and headmasters were asked if assessment practices in their schools had changed as a result of NEP 2020, all principals unanimously responded with ‘Yes.’ This unanimity underscores the transformative influence of NEP 2020 in reshaping traditional assessment methods, fostering a more comprehensive and learner-centric approach to education (Figure 4.24).”

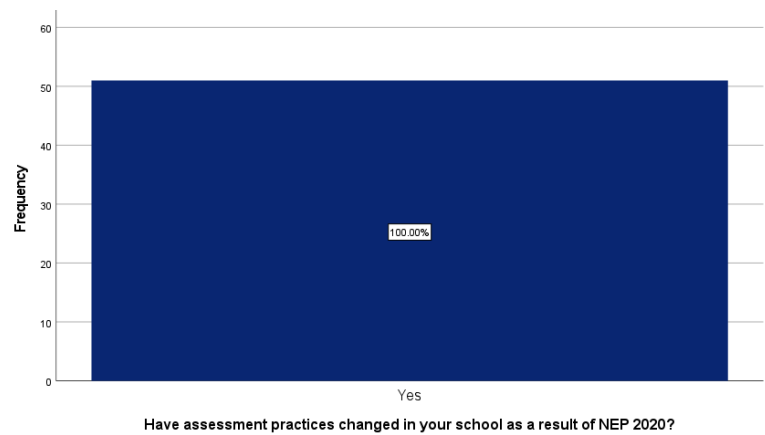


Figure 4.25: Assessment practices.

26. “When asked if the new assessment methods positively impact students’ learning, 98.04% of principals agreed, showing strong support for the changes, while only 1.96% disagreed. The response shows strong support for the new assessment methods, highlighting their potential to improve student learning with minimal concern (Figure 4.26).

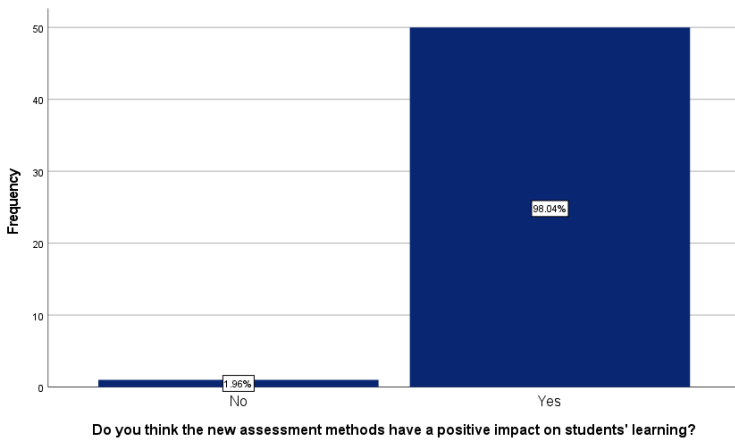


Figure 4.26: Impact of new assessment on students.

27. When asked to school Principals and Headmaster, Has the No-Detention Policy improved the learning outcome of students? 58.82% of principals responded ‘Yes,’ while the remaining 41.18% said ‘No.’” The responses reflect mixed perceptions, suggesting the No-Detention Policy’s impact on learning outcomes remains uncertain” (Figure 4.27).

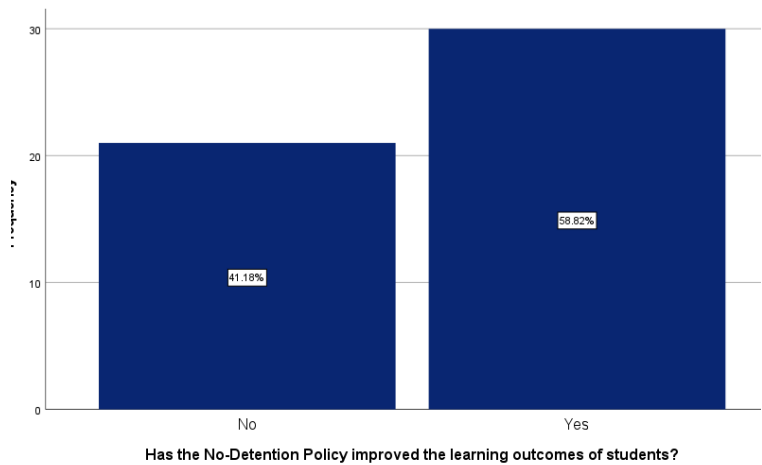


Figure 4.27: No detention policy.

28. When school principals and headmasters were asked, ‘Do you think that replacing marks with a grading system has reduced student stress and led to better assessment outcomes?’ 64.1% of principals agreed, 13.37% strongly agreed, 13.37% were neutral, 5.88% disagreed, and 1.96% strongly disagreed. The responses indicate that the majority view the grading system as a positive change, potentially reducing stress and improving assessment practices (Figure 4.28).

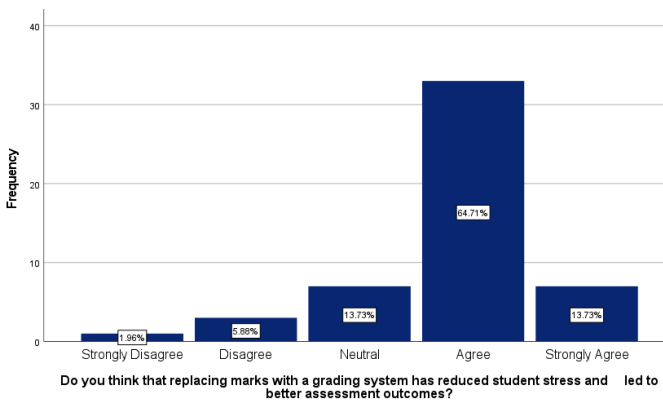
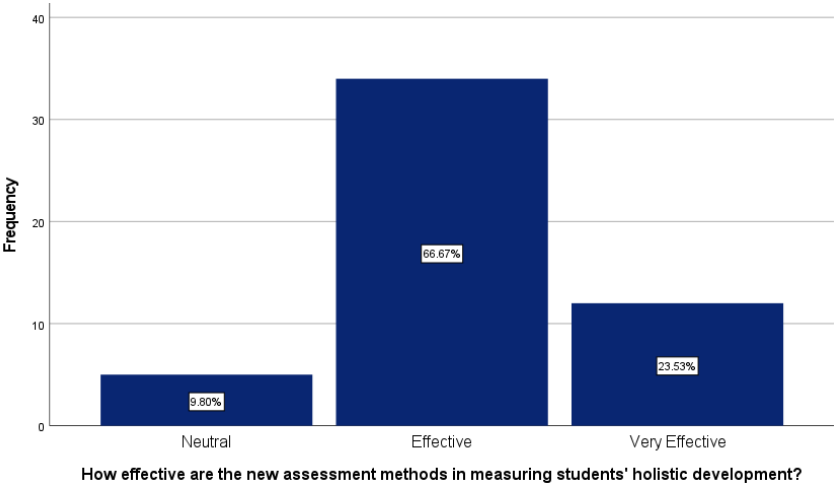


Figure 4.28: Impact of Grading system on student stress & assessment outcomes.

29. When school principals and headmasters were asked, How effective are the new assessment methods in measuring students’ holistic development? 66.67% find the new assessment methods effective, 23.53% consider them very effective, and 9.08% are neutral. This indicates a generally positive view, with most seeing value in measuring students’ holistic development, though some remain uncertain (Figure 4.29) .



How effective are the new assessment methods in measuring students' holistic development?

Figure 4.29: Effectiveness of new assessment methods in holistic student development.

30. When school principals and headmasters were asked, To what extent do you agree that a grading system reduces stress among students? Among principals, 58.2% agree, 31.37% strongly agree, and 9.08% disagree that a grading system reduces stress among students. The majority of principals (89.57%) believe that a grading system reduces student stress, indicating widespread support for its stress-reducing potential (Figure 4.30).

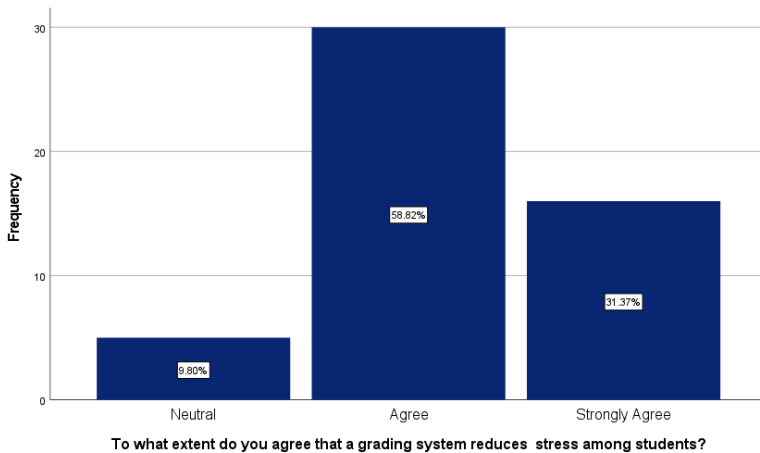


Figure 4.30: Impact of grading system on student stress.

31. When school principals and headmasters were asked, Has vocational education been introduced at the secondary level in your school? It shows that a significant majority, 72.55%, reported that vocational education has been introduced, while 27.45% indicated that it has not. The frequency of responses clearly highlights that vocational education is more widely implemented in these schools (Figure 4.31).

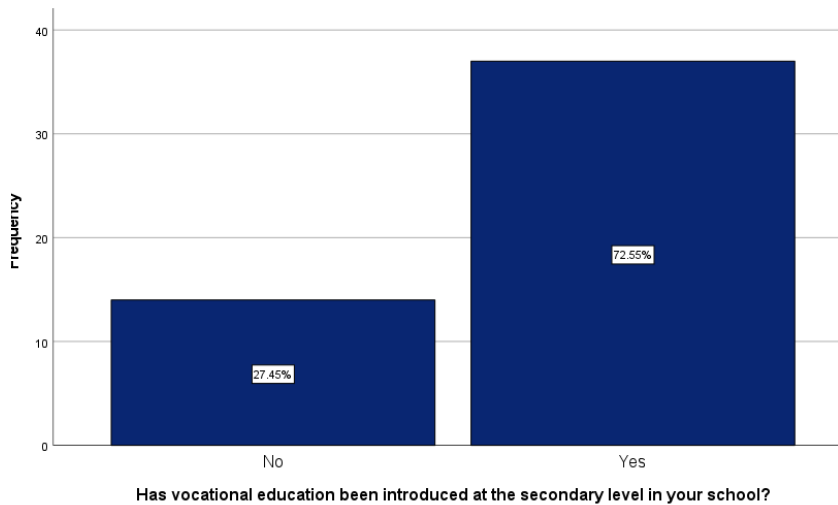


Figure 4.31: Introduction of vocational education in schools.

- 32.** When school principals and headmasters were asked, Are there any indigenous arts, crafts, or traditional skills specific to your block that could be incorporated into school training programs? A majority of 78.43% responded “Yes,” while 21.57% answered “No,” indicating that most blocks have such skills available for integration (Figure 4.32).

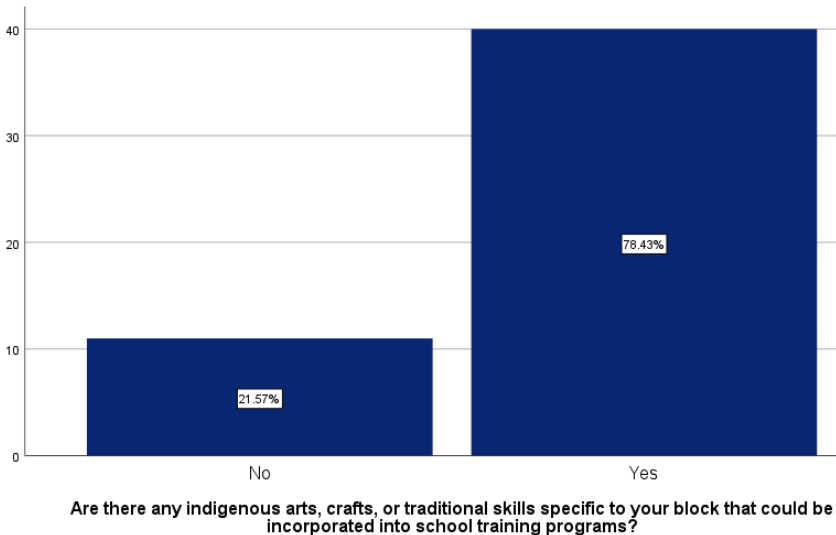


Figure 4.32: Incorporating indigenous arts, crafts, and traditional skills into school programs.

33. When school principals and headmasters were asked, ‘To what extent do you agree that vocational education prepares students better for future careers?’ 86.28% agreed, reflecting strong support for vocational education’s role in career preparation (Figure 4.33).

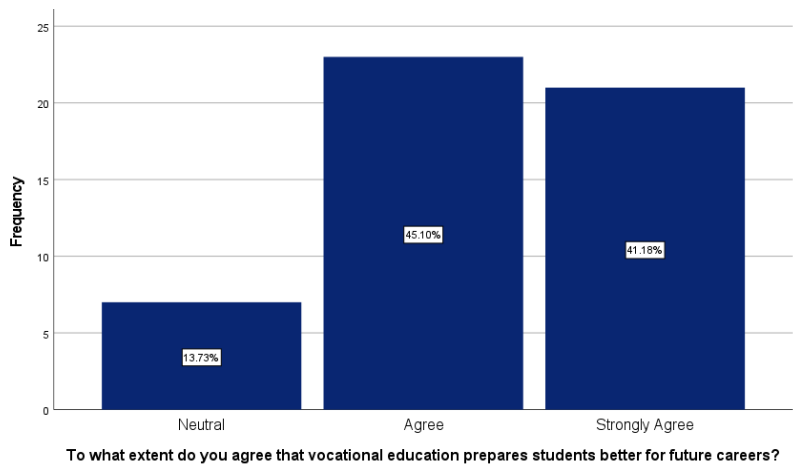


Figure 4.33: Vocational education and career readiness.

34. When school principals and headmasters were asked, ‘To what extent are students in your school interested in vocational education courses?’ the responses show that 1.96% of students are uninterested, 15.69% are neutral, 47.06% are interested, and 35.29% are highly interested in vocational education courses, indicating a strong overall interest among students (Figure 4.34).”

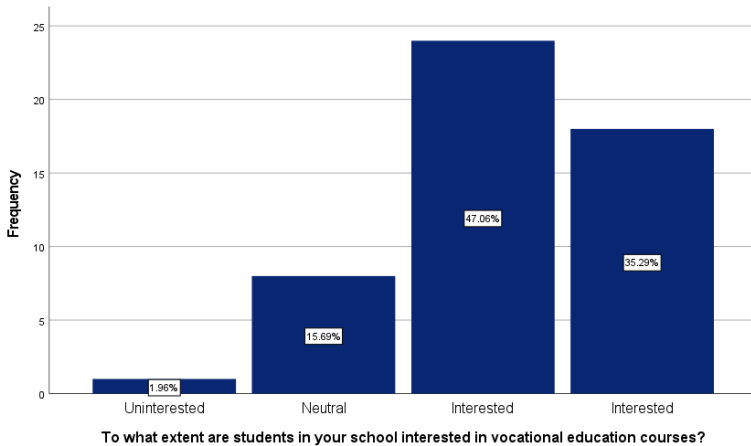


Figure 4.34: Student interest in vocational education courses.

35. When school principals and headmasters were asked, ‘What is the view of parents on the inclusion of vocational courses in secondary-level education?’ the survey results show that 1.96% of parents are unfavourable, 17.65% are neutral, 60.78% are favourable, and 19.61% are strongly favourable towards the inclusion of vocational courses, indicating overall positive parental support (Figure 4.35).

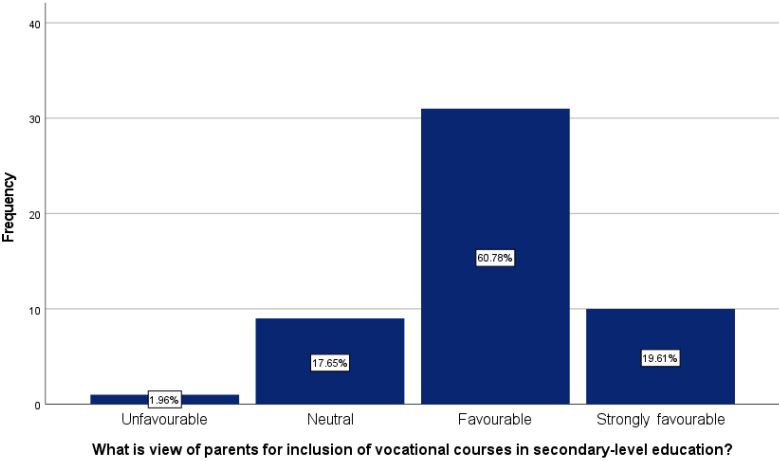


Figure 4.35: on the inclusion of vocational courses in secondary education.

36. When school principals and headmasters were asked, ‘What are the main challenges in implementing multilingualism?’ the survey results show that 43.14% cited a lack of resources, 35.29% pointed to insufficient teacher training, and 17.65% and 3.92% mentioned other challenges, highlighting significant barriers to the successful implementation of multilingual education” (Figure 4.36).

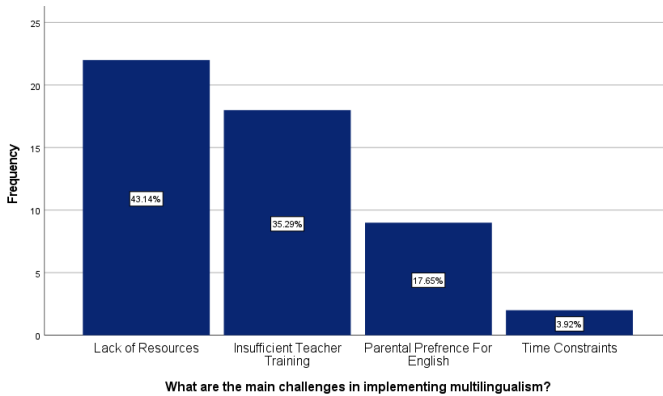


Figure 4.36: Main challenges in implementing multilingualism.

37. When school principals and headmasters were asked, ‘Will multilingualism help in the teaching-learning process?’ the survey results show that 98.04% agreed that multilingualism will help, while 1.96% disagreed, indicating overwhelming support for the positive impact of multilingualism on the teaching-learning process” (Figure 4.37).

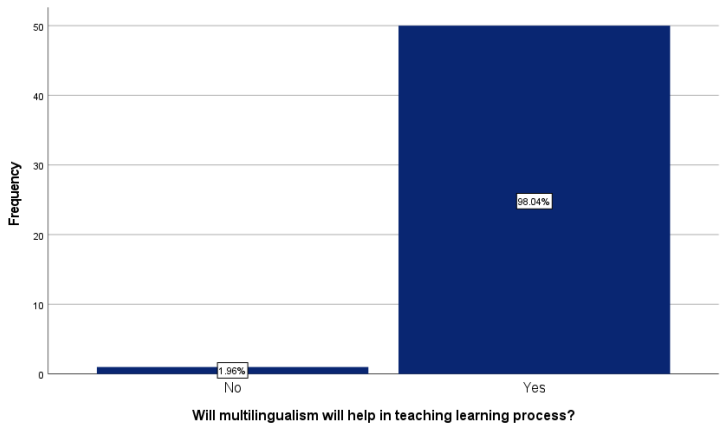


Figure 4.37: Impact of multilingualism on the teaching-learning process?

- 38.** When school principals and headmasters were asked, ‘Is your school implementing a policy for inclusive education for SCs, STs, minorities, and children with special needs?’ the survey results show that 90.02% responded ‘Yes,’ while 9.80% said ‘No,’ indicating a strong commitment to inclusive education in most schools (Figure 4.38).

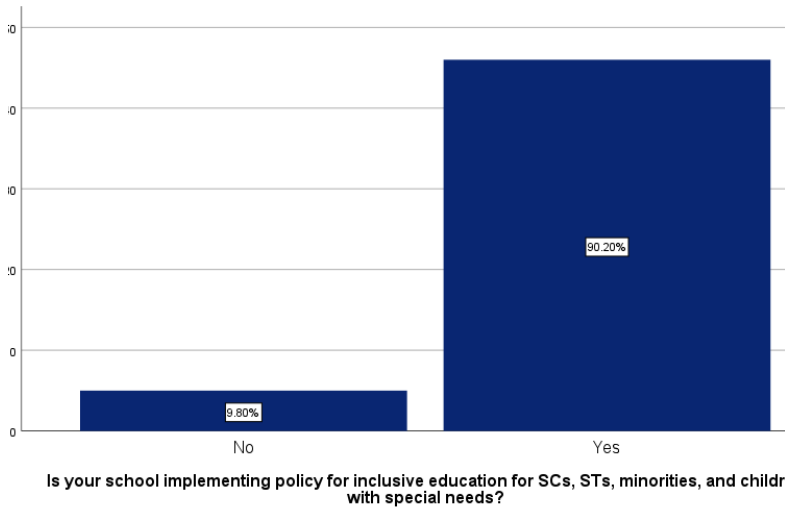


Figure 4.38: Implementation of inclusive education policy for SCs, STs, Minorities, and children with special needs.

39. When school principals and headmasters were asked, ‘Is the School Management Development Committee (SMDC)/ SMC active in managing and running the local school effectively?’ the survey results show that 90.20% responded ‘Yes,’ while 9.80% said ‘No,’ indicating strong effectiveness and involvement of the SMDC/SMC in school management (Figure 4.39).

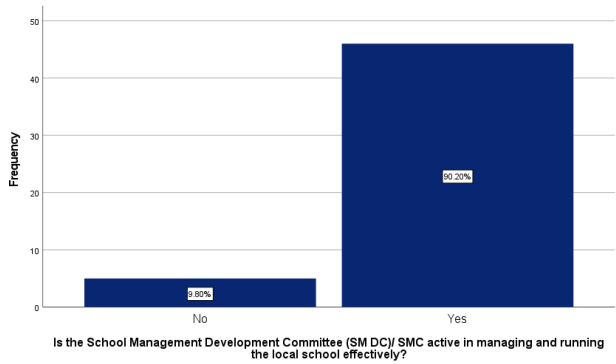


Figure 4.39: Effectiveness of the school management development committee (SMDC)/SMC in school operations.

40. When school principals and headmasters were asked, ‘How frequently does the SMDC/SMC engage with school administration and staff?’ the survey results show that 33.33% said ‘Regularly,’ 35.29% said ‘Occasionally,’ 27.45% said ‘Rarely,’ and 3.92% said ‘Never,’ indicating varied levels of engagement with school administration and staff (Figure 4.40).

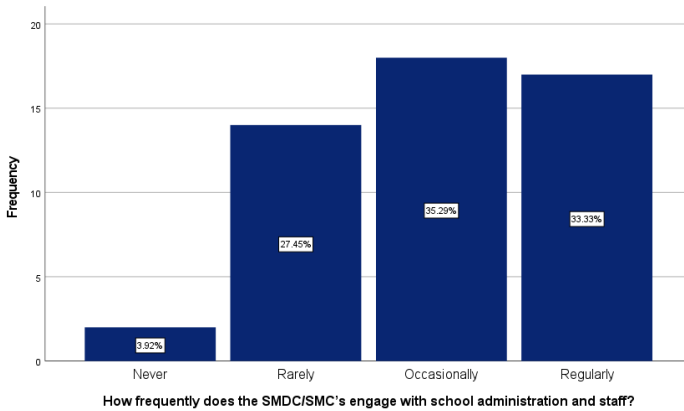


Figure 4.40: Frequency of SMDC/ SMC engagement with school administration and staff.

41. When school principals and headmasters were asked, ‘What areas of school management does the SMDC/SMC primarily focus on?’ the survey results show that 49.02% focus on academic performance, 21.57% on infrastructure and facilities, 11.76% on teacher and staff support, 1.96% on financial management, and 15.69% on student welfare and safety, highlighting a strong emphasis on academic performance and student welfare (Figure 4.41).

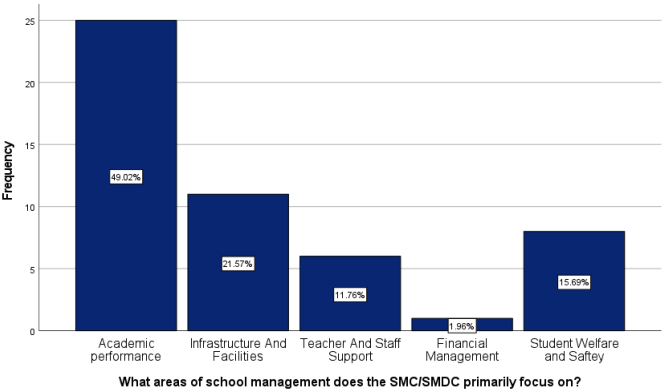


Figure 4.41: Key areas of school management focused on by SMDC/SMC.

42. When school principals were asked, ‘Do you believe that community involvement in school management has a positive impact on school performance?’ 100% responded ‘Yes,’ indicating unanimous support for the positive influence of community engagement on school performance (Figure 4.42).



Figure 4.42: Impact of community involvement in school management on school performance.

43. When school principals were asked, ‘Which of the following could improve school management effectiveness?’ the survey results show that 62.75% said ‘Enhanced training for school administrators,’ 13.73% said ‘More frequent and transparent communication with stakeholders,’ and 3.92% said ‘Better funding and resource allocation,’ highlighting the significant role of administrator training in improving school management effectiveness (Figure 4.43).

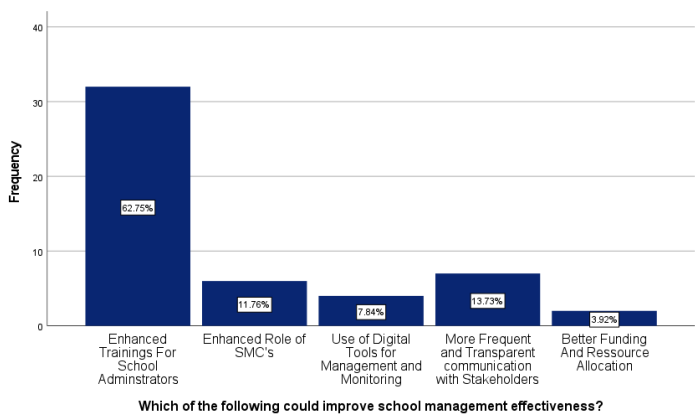


Figure 4.43: Factors that could improve school management effectiveness.

44. When school principals were asked, ‘How well does the SMDC/SMC address the concerns and needs of the school community?’ the survey results show that 39.22% said ‘Moderately well,’ 31.37% said ‘Well,’ 15.69% said ‘Very well,’ 9.8% said ‘Slightly well,’ and 3.92% said ‘Not well,’ indicating that the majority of respondents feel the SMDC/SMC addresses community needs to a satisfactory or moderate extent (Figure 4.44).

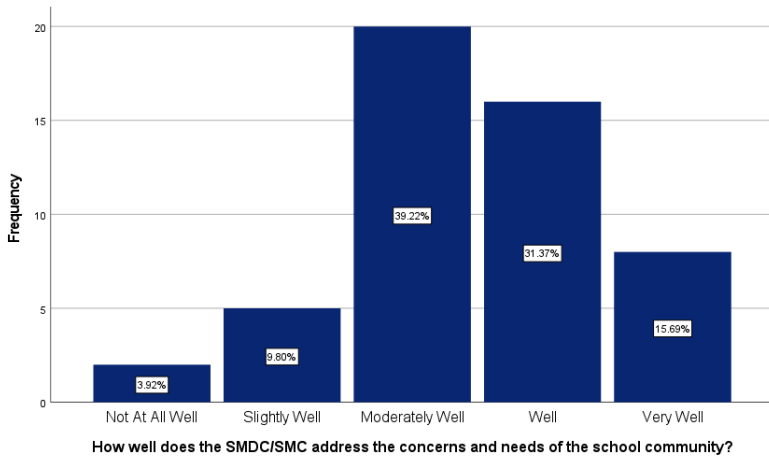


Figure 4.44: Effectiveness of SMDC/SMC in addressing the concerns and needs of the school community.

45. When school principals were asked, ‘How frequently are ICT tools used in teaching and learning?’ the survey results show that 33.33% use ICT tools ‘Daily,’ 31.37% use them ‘Occasionally,’ 19.61% use them ‘Rarely,’ and 15.69% use them ‘Weekly,’ indicating that while ICT tools are used frequently, there is variability in their regular integration into the teaching and learning process (Figure 4.45).

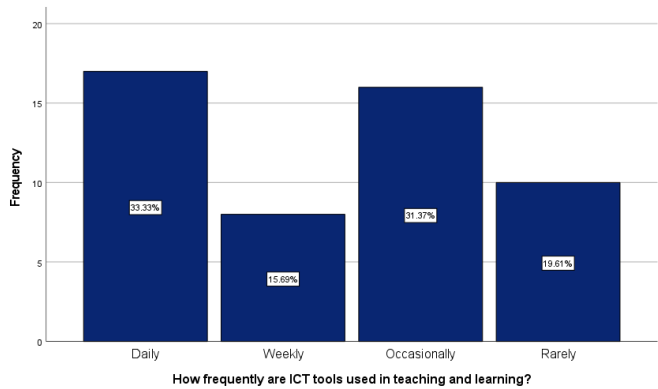


Figure 4.45: Frequency of ICT tool usage in teaching and learning.

46. When school principals were asked, ‘Does your school/institution have access to ICT tools (computers, tablets, internet, etc.)?’ the survey results show that 86.27% responded ‘Yes,’ while 13.73% said ‘No,’ indicating that most schools have access to ICT tools, though a significant minority still lacks this access (Figure 4.46).

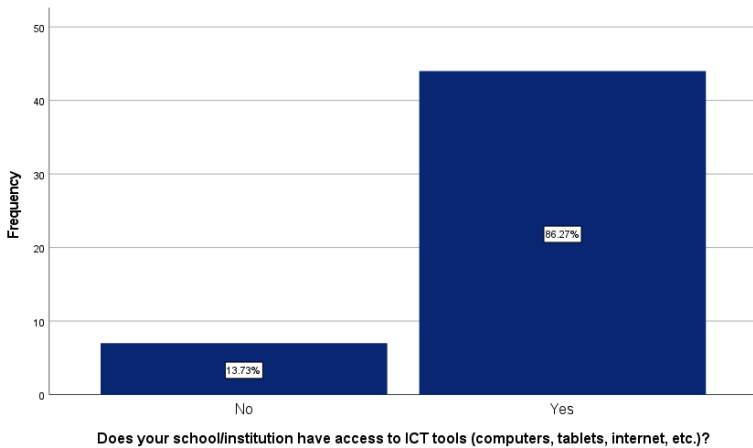


Figure 4.46: Access to ICT tools in Schools/Institutions.

47. When school principals were asked, ‘Have teachers received training in using ICT tools for education?’ the survey results show that 56.86% responded ‘Yes,’ while 43.14% said ‘No,’ indicating that more than half of the teachers have received training, but nearly half still lack it (Figure 4.47).

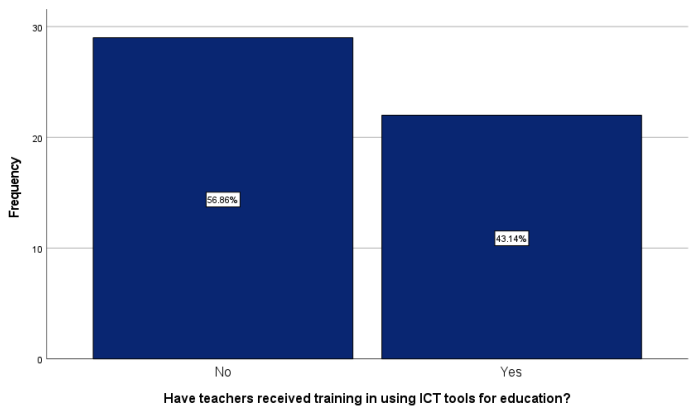


Figure 4.47: Teacher training in ICT tools for education.

48. When school principals were asked, ‘How well-equipped do you feel your school is in terms of ICT resources for implementing NEP 2020?’ the survey results show that 27.45% felt ‘Well equipped,’ 39.22% were ‘Neutral,’ 15.69% felt ‘Very well equipped,’ 9.80% felt ‘Very poorly equipped,’ and 7.84% felt ‘Poorly equipped,’ indicating that while some schools are well-equipped, a significant proportion still faces challenges in terms of ICT resources (Figure 4.48).

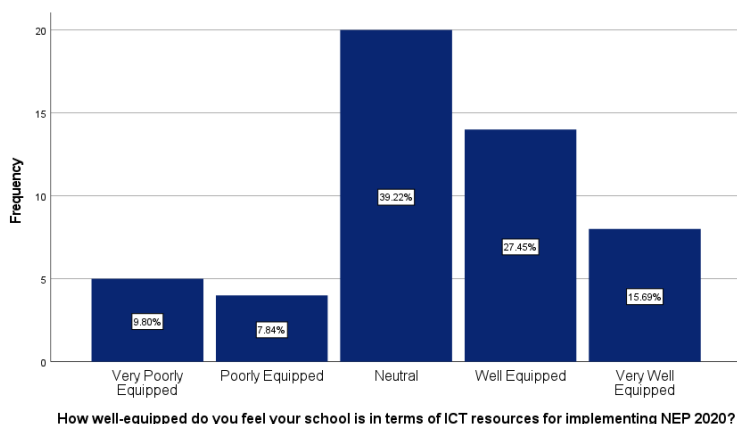


Figure 4.48: ICT resources in schools for implementing NEP 2020.

49. When school principals were asked, ‘How comfortable are teachers with using ICT tools in the classroom?’ the survey results show that 45.10% were ‘Neutral,’ 39.22% were ‘Comfortable,’ 7.84% were ‘Very comfortable,’ 5.88% were ‘Uncomfortable,’ and 1.96% were ‘Very uncomfortable,’ indicating that while a majority of teachers are comfortable or neutral, there is still a notable percentage who are less comfortable with using ICT tools (Figure 4.49).

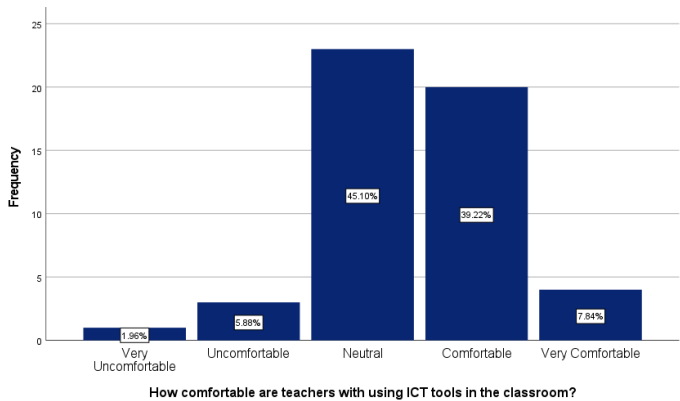


Figure 4.49: Teacher comfort level with using ICT tools in the classroom.

50. When school principals were asked, ‘Does your institution offer adult education programs as per NEP 2020?’ the survey results show that 58.82% responded ‘No,’ while 41.18% said ‘Yes,’ indicating that a majority of institutions have not yet implemented adult education programs as outlined in NEP 2020 (Figure 50).

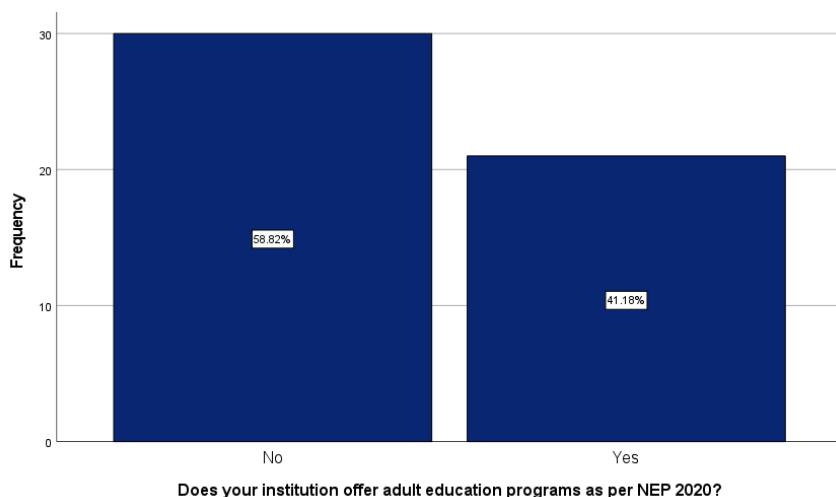


Figure 4.50. Adult Education Programs in Institution as per NEP 2020.

51. When school principals were asked, ‘What modes of learning are used in your adult education programs?’ the survey results show that 70.59% use ‘In-person’ learning, 3.92% use ‘Online’ learning, and 25.49% use ‘Blended’ learning, indicating a strong preference for in-person learning in adult education programs (Figure 51).

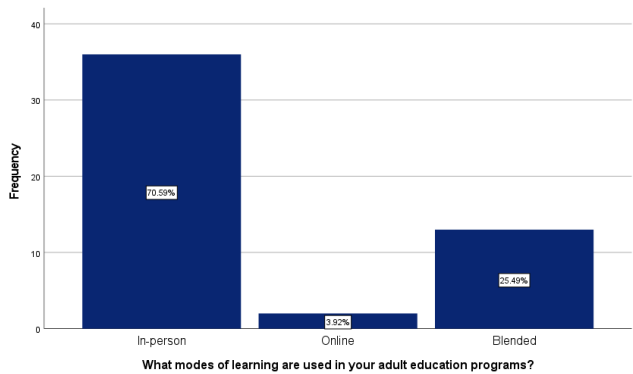


Figure 4.51: Modes of learning used in Adult Education programs

52. When school principals were asked, ‘How effective are the adult education programs at addressing the learning needs of the community?’ the survey results show that 37.25% considered them ‘Effective,’ 41.8% were ‘Neutral,’ 9.80% found them ‘Very effective,’ 7.84% considered them ‘Ineffective,’ and 3.92% said they were ‘Very ineffective,’ indicating mixed perceptions about the effectiveness of these programs in meeting community needs (Figure 4.52).

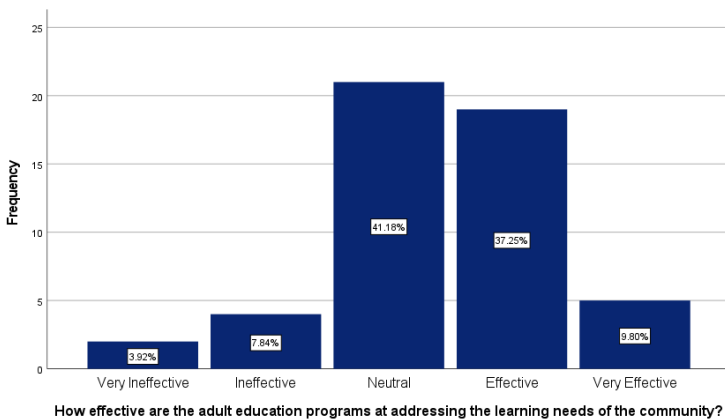


Figure 4.52: Effectiveness of adult education programs in addressing community learning needs.

53. When school principals were asked, ‘Are you implementing cultural rootedness in your school curriculum?’ the survey results show that 96.08% responded ‘Yes,’ while 3.92% said ‘No,’ indicating a strong commitment to integrating cultural aspects into the school curriculum (Figure 4.53).

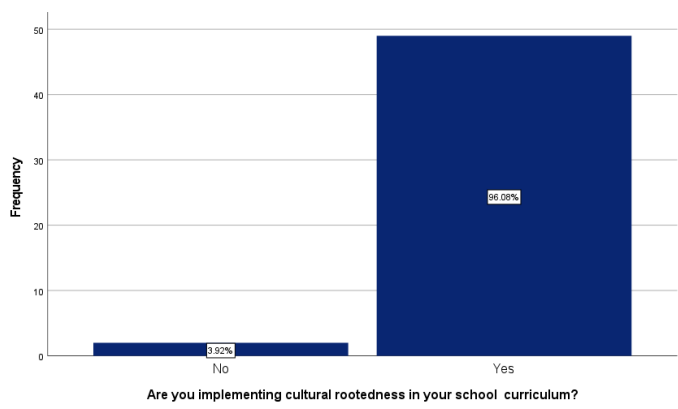


Figure 4.53: Implementation of cultural rootedness in the school curriculum

54. When school principals were asked, ‘To what extent do you agree that integrating cultural rootedness in the curriculum benefits students’ personal development?’ the survey results show that 72.55% agreed, 17.65% strongly agreed, and 9.80% were neutral, indicating a strong belief in the positive impact of cultural rootedness on students’ personal development (Figure 4.54).

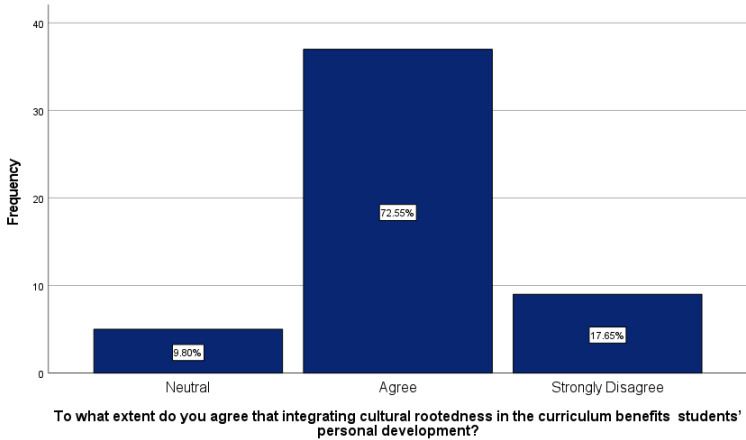


Figure 4.54: Agreement on the benefits of integrating cultural rootedness in the curriculum for students.

55. When school principals were asked, ‘How effective do you find cultural rootedness programs in promoting local heritage and traditions?’ the survey results show that 52.94% considered them ‘Very effective,’ 39.22% found them ‘Effective,’ and 7.84% were ‘Neutral,’ indicating a strong positive perception of these programs in promoting local heritage and traditions (Figure 4.55).

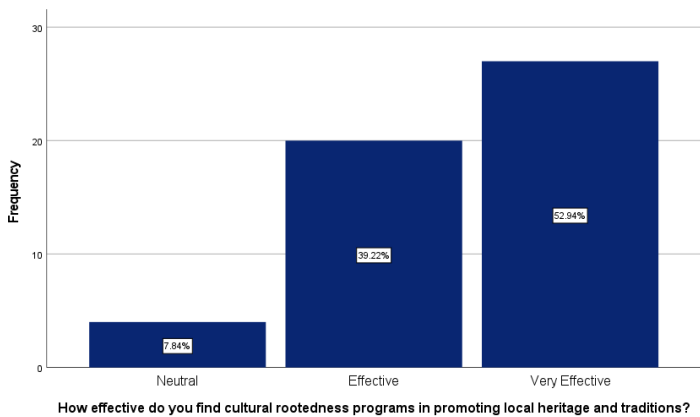


Figure 4.55: Effectiveness of cultural rootedness programs in promoting local heritage and traditions.

- 56.** When school principals were asked, ‘How important is promoting a sense of nationalism as part of the school curriculum?’ the survey results show that 52.94% considered it ‘Very important,’ 39.22% said it was ‘Important,’ and 7.84% deemed it ‘Moderately important,’ indicating a strong emphasis on nationalism in the school curriculum (Figure 4.56) .

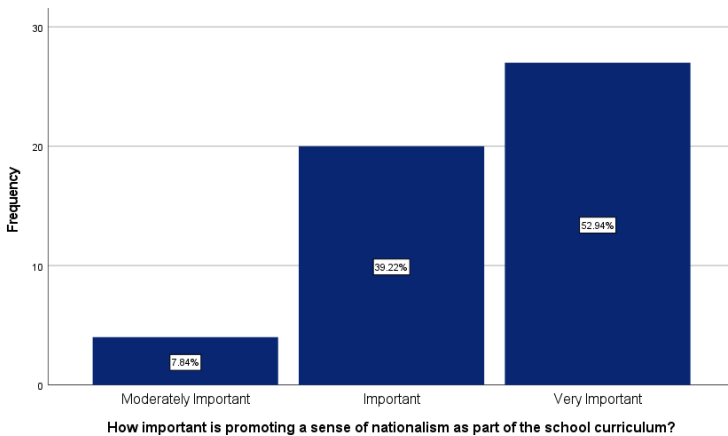


Figure 4.56: Importance of promoting a sense of Nationalism in the school curriculum.

57. When school principals were asked, ‘How often do teachers at your school get training?’ the survey results show that 58.82% said ‘Annually,’ 29.41% said ‘Rarely,’ 9.80% said ‘Every 2-3 years,’ and 1.96% said ‘Never,’ indicating that most teachers receive annual training, though a significant number receive it less frequently (Figure 4.57).

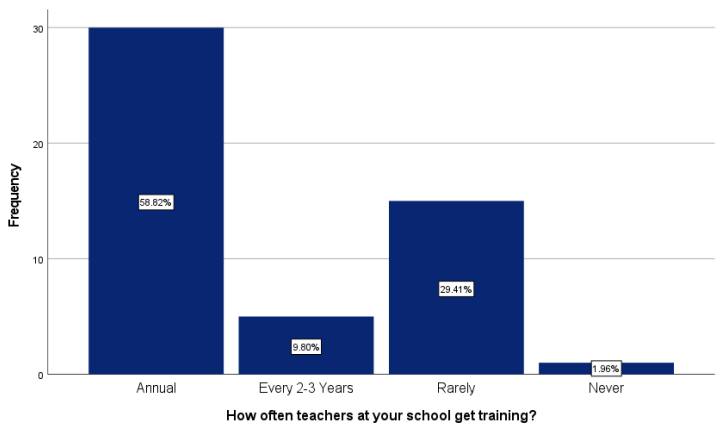


Figure 4.57: Frequency of teacher Training in schools.

- 58.** When school principals were asked, ‘Do the training programs provide 21st-century skills (e.g., critical thinking, digital literacy)?’ the survey results show that 88.24% responded ‘Yes,’ while 11.76% said ‘No,’ indicating that most training programs focus on equipping teachers with essential 21st-century skills (Figure 4.58).

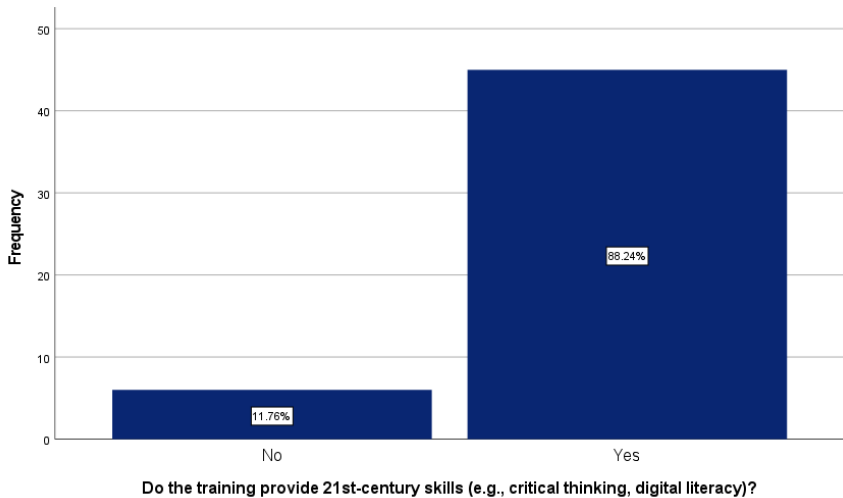


Figure 4.58: Integration of 21st-century skills in teacher training programs.

59. When school principals were asked, ‘How satisfied are you with the training provided to teachers for implementing NEP 2020?’ the survey results revealed that 50.98% were ‘Satisfied,’ 23.53% were ‘Very satisfied,’ 23.53% were ‘Neutral,’ and 1.96% were ‘Unsatisfied.’ This suggests an overall positive reception of the training, although there is still room for improvement (Figure 4.59).

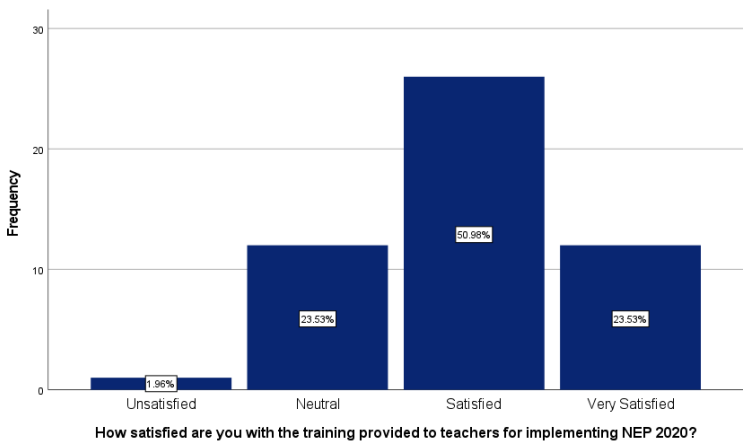


Figure 4.59: Satisfaction with teacher training for NEP 2020 implementation.

60. When school principals were asked, ‘Do you know about DIKSHA?’ the survey results show that 100% responded ‘Yes,’ indicating universal awareness of the DIKSHA platform among the principals (Figure 4.60) .



Figure 4.60: Awareness and understanding of the DIKSHA platform.

61. When school principals were asked, ‘Do you implement DIKSHA in the teaching-learning process?’ the survey results show that 3.92% responded ‘No,’ while the rest answered ‘Yes,’ indicating widespread use of DIKSHA in the teaching-learning process (Figure 4.61).

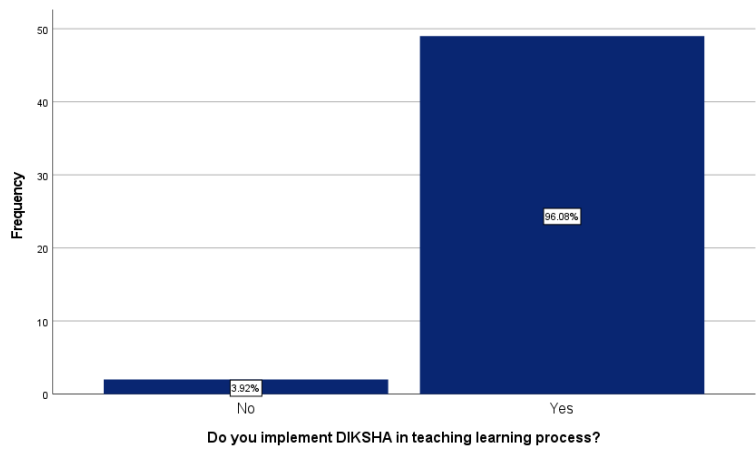


Figure 4.61: Integration of DIKSHA in the teaching-learning process.

62. When school principals were asked, ‘How effective is DIKSHA in the teaching-learning process?’ the survey results show that 58.82% agreed, 19.61% strongly agreed, 15.69% were neutral, and 5.88% strongly disagreed, indicating overall positive perceptions of DIKSHA’s effectiveness, with some variation in opinions (Figure 4.62)

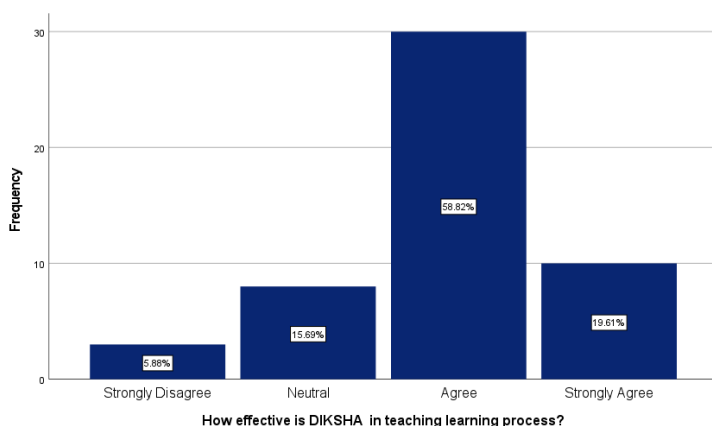


Figure 4.62: Effectiveness of DIKSHA in the Teaching-Learning process.

63. When school principals were asked, ‘How effective are the new assessment methods in measuring students’ holistic development?’ the survey results show that 66.67% found them ‘Effective,’ 23.53% considered them ‘Very effective,’ and 9.80% were ‘Neutral,’ indicating a positive view of the new assessment methods in evaluating students’ overall growth (Figure 4.63).

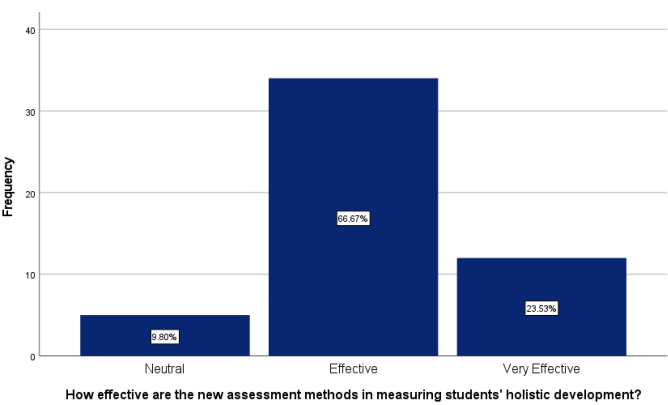


Figure 4.63: Effectiveness of new assessment methods in measuring students’ holistic development.

IMPLEMENTATION AT THE GROUND LEVEL

During the course of field investigation it has been observed that in many schools, there is a lack of essential infrastructure. Some schools do not have boundary walls (Example: High School Chararipora), playgrounds, or proper classrooms. In many case, students are compelled to sit in spaces where solar batteries are stored, which is not conducive to a proper learning environment (High School Brinjan; High School Brenwar). Additionally, inconsistent electricity supply and the absence of solar panels in many schools exacerbate these challenges.

Many schools operate from rented buildings and lack washrooms for students and staff. At the primary and middle school levels, significant challenges exist regarding human resources and infrastructure. For instance, many primary schools operate with only two teachers, who are also tasked with cooking mid-day meals. Middle schools often lack adequate staff and facilities, which hampers the implementation of NEP 2020.

The infrastructure for vocational training is also inadequate. Vocational education often remains theoretical due to financial constraints, which make it impossible to provide hands-on experiences. For example, schools may want to hire a cyclist to teach students how to repair bicycles, but budgetary issues prevent this. Adequate buildings and resources for vocational education are essential for its effective implementation.

In school complexes, the distribution of resources and schools must be balanced. Schools should not be reorganized arbitrarily by the administration, as consistency is vital for efficient functioning. Among the schools in a complex, one higher secondary school may have maximum infrastructure and human resources available, while others lack basic facilities. Cluster heads and administrators should facilitate

resource sharing to bridge these gaps.

Moreover, there is no proper authority to rationalize resources for schools with limited facilities. Effective management is needed, especially to ensure that students can access well-equipped educational institutions and a structured academic environment.

NEP 2020 is a visionary policy with the potential to revolutionize education in India. However, addressing gaps in human resources, infrastructure, and training is critical to realizing its vision. With proper financial and infrastructural support from the government, alongside well-trained teachers, we can successfully implement the policy and achieve the desired outcomes.

Boys High School (BHS) Ichgam was upgraded to a high school in 1954. However, there has been no significant upgradation of its infrastructure. The school lacks basic facilities such as an ICT lab, a smart board, vocational staff, playway teaching resources, and a solar panel. Additionally, there are network issues, and the school does not have a functional kitchen.

Boys High School Brinjan, located in Zone Nagam, is a village situated on a hill. During the survey, a common observation was the presence of cracks in several buildings, including the school structures. Most of the parents in the area are laborers who leave early and return late, primarily engaged in construction work like laying concrete slabs (*lanter*).

The school's accommodations are inadequate. The Aga's lab has been set up in the headmaster's room, the ICT lab is accommodated in the staff room, and an additional classroom has been arranged in the battery storage section. This poses a significant risk, as a battery explosion could occur at any time, endangering the safety of everyone. The situation remains hazardous, and until proper space is allocated, implementing quality education and safety measures will remain a challenge.

High School Brenwar, located in Zone Chadoora, has very limited space. Due to this shortage, students have been shifted to the battery storage section. This poses a significant risk, as a battery explosion could occur at any time, endangering everyone's safety.

Teacher training is crucial for creating a conducive learning environment and ensuring the successful implementation of NEP 2020.

Both offline and online training should be provided continuously and in a timely manner to equip teachers with the necessary skills. Specific training, including courses on communication skills, is essential to help teachers interact effectively, present their views professionally, and become better and more efficient educators.

Currently, only 20% of teachers are fully aware, trained, and aligned with the goals of NEP 2020. While 30% are willing to adapt and embrace changes, a significant 50% remain resistant to change. This resistance poses a serious challenge to the successful implementation of the policy. SCERTs and DIETs must focus on addressing this issue by creating strategic interventions, motivating resistant teachers, and spreading awareness about the importance of NEP 2020. Efforts should also ensure that the 20% of actively engaged teachers are not overburdened by participating in multiple training programs, while the resistant 50% are encouraged to engage meaningfully.

Despite the potential of online training platforms like DIKSHA, their impact has not been fully successful. ICT labs in schools should have dedicated, well-trained instructors to guide students effectively in using technology. Teachers must also be supported to reduce the stress they face due to a lack of understanding of how to integrate new teaching methods and technology into their classrooms. Providing targeted and effective training programs will empower teachers to confidently implement the NEP 2020 framework.

However, many teachers face challenges that hinder their participation in training programs. Teachers in rural areas, for instance, deal with additional barriers such as limited resources and diverse student backgrounds. Furthermore, many teachers are burdened with administrative tasks that distract them from their primary responsibilities, while mobile phone usage can further contribute to distractions. Attendance in training programs is critical, and proper monitoring systems must be in place to ensure active participation.

To address these challenges, SCERTs and DIETs must prioritize consistent follow-ups, effective training programs, and interventions aimed at changing the mindset of resistant teachers. A conducive environment must be created where teachers feel valued and supported, which is vital for aligning all educators with the transformative goals of NEP 2020.

Many teachers have complained during surveys that the same individuals are repeatedly selected for training programs, leaving others out. This happens because authorities fail to update nomination lists in their records. All teachers should get a fair chance to attend these trainings.

Training sessions should not just be lectures. They should involve two-way interaction and include expert talks or hands-on activities to make them more interesting and useful. There is a strong need for training teachers in basic technology skills, like using computers, smartboards, laptops, and printers. For example, teachers at High School Sitharan in Zone Khag have to visit markets for tasks like typing or printing because they lack basic computer knowledge. Training in technology would help them handle such tasks independently.

In economically disadvantaged areas, especially in villages and Gujjar communities, parental involvement is minimal. Many parents are uneducated, and students are often engaged in agricultural activities during June and July. Despite the presence of seasonal schools, their standards remain unsatisfactory, highlighting the need for active parental participation in education.

A sensitization movement, *Baidari Jigeer*, is essential to raise awareness among parents and families about the value of education and vocational training. This initiative would help reduce stigma, encourage parental engagement in school activities, and ensure their active role in their children's academic success. In remote and far-flung areas, parental involvement becomes even more critical for implementing policies like NEP 2020. However, poverty and lack of education hinder such engagement.

To address these challenges, teachers working in remote areas should be provided with incentives to keep them motivated, while teachers from headquarters should be encouraged to serve in these underserved regions. Teacher training must also be prioritized, and regular inspections by higher authorities are necessary to maintain standards. Strengthening parental awareness and support, along with improving teacher motivation and infrastructure, is vital for transforming the educational landscape in these communities.

The science syllabus, particularly at the elementary level, requires a more streamlined and practical methodology. The current approach is cumbersome and needs to be transformed to focus on reflection and experimentation. Books should prioritize hands-on learning, with experiments presented first, followed by reflective questions. This approach will foster a deeper understanding and lead to a practical transformation in education.

Outdated curricula that fail to align with industry needs pose another significant challenge. When students graduate, they often lack the skills and competencies required by the job market. NEP 2020 emphasizes aligning the curriculum with real-world demands to enhance employability. States should actively promote the growth of industries that can absorb vocational graduates, creating a seamless alignment between education and industry. This initiative will encourage parents to support vocational courses and help students view them as valuable career pathways.

The full potential of NEP 2020 can only be realized once it is fully implemented. While some parts have been introduced, the major portion of the policy is still pending execution. The policy's success hinges on innovative methods for curriculum and pedagogy, supported by continuous intervention and training from DIET and SCERT. Leadership in schools plays a pivotal role in this transformation. With effective leadership, teachers will adapt, and students will naturally benefit from these improvements.

The examination system has transitioned from rote memorization to a holistic approach, emphasizing competency-based assessments over recall. This shift equips students to tackle 21st-century challenges while focusing on sustainable goals to address societal issues. NEP 2020 has significantly reduced the burden on students and transformed education through its 5+3+3+4 framework, redefining learning and evaluation. The new system includes six formative assessments, each worth 5 marks, along with co-curricular activities like discipline, art and craft, and attendance. Summative exams account for 50 marks, making the total assessment 100 marks. This balanced approach integrates academics with personal development.

Although traditional methods persist in some schools, innovations such as labs and specimen-based learning are being introduced to

foster a positive learning environment. School-based assessments must utilize pedagogical strategies that enable students to answer questions effectively, ensuring competency-focused evaluations. In regions like Jammu & Kashmir, assessment systems face challenges like minimal collaboration between schools, boards, and industries. To address these, the system needs to evaluate practical skills effectively, encourage collaboration with industries, and introduce rewards and recognition to motivate students and teachers.

Eliminating traditional examinations has made it difficult for some students to perform well in assessments. A balanced approach is needed to ensure that students' learning and evaluation are effectively addressed.

However, there are challenges, such as the presence of RET teachers in many schools who do not get transferred. This often leads to a lack of variety in teaching styles, and children may become bored seeing the same teachers for prolonged periods.

In District Budgam, there is significant unevenness in the distribution of staff among schools. Schools located in the periphery, such as High School Bonin, face a severe shortage of staff, particularly female staff members. In contrast, schools in subdistricts are often overstaffed.

There are allegations of political and bureaucratic interference in the transfer policy, along with favouritism and other irregularities. Some officials are reportedly being transferred from the very schools where they were initially appointed, further complicating the situation.

Inclusivity remains a pressing challenge in education, particularly for students facing mental health issues. Such students may struggle to fully grasp academic content, often feeling overwhelmed or disconnected. Creative and engaging subjects like painting, mathematics, and science offer them opportunities to connect with the practical aspects of life. These activities not only help them manage stress but also reduce feelings of alienation, fostering a supportive learning environment.

Girls, who were once hesitant to participate in extracurricular activities, especially sports like Kabaddi, martial arts, and athletics, have seen remarkable progress under the implementation of NEP 2020. This policy has created a platform for girls to explore and excel in various fields, breaking societal barriers and encouraging inclusivity. Their increased participation has significantly contributed to their empowerment and

holistic development.

Children are not mere vessels for memorization; they possess immense potential to learn and grow. Teachers play a vital role in helping students realize their capabilities. A sense of inadequacy can cause stress, making students feel incapable of coping with academic demands. For example, some students may feel overwhelmed while learning English. To address this, providing tailored support within the classroom environment is crucial. Isolating students is not a solution; instead, integrating them with their peers while addressing their unique needs fosters both inclusivity and growth.

Physical education plays a critical role in developing motor skills and promoting practical learning. Various programs focusing on athletics, sports, and academics have led to significant progress, with around 400 children currently participating. Many of these students have achieved success at divisional, national, and international levels. Girls, in particular, have shown exceptional growth, excelling in sports like baseball, Kabaddi, cricket, and athletics. These activities have not only enhanced their physical skills but also positively impacted their academic performance. For instance, a medical student with hearing challenges has made remarkable progress, showcasing the transformative potential of inclusive education.

Students from the Scheduled Tribes (ST) category often face financial hardships, requiring additional support such as uniforms, mid-day meals, and scholarships. Unfortunately, the current scholarship amount of Rs. 500 is insufficient to meet their needs. Many of these students are burdened with labor work or cattle rearing, which hampers their educational progress. Increasing financial aid and addressing their social challenges are essential to ensuring they can focus on their studies and realize their potential.

Teachers are instrumental in fostering inclusivity through effective academic planning, skill development, and practical learning approaches. By sharing experiences and learning collaboratively, they can create impactful educational strategies. For instance, a student named Sahil, who struggled with confidence and unclear speech due to disabilities, made extraordinary progress with the right support. His journey from self-doubt to academic competitiveness highlights the transformative power of inclusive education.

A teacher once shared an experience about teaching a specially-abled child separately. The student remarked, “Sir, I can learn at home too. I come to school to experience learning with other students. If you teach me separately, what is the purpose of coming to school?” This profound statement underscores the importance of fostering inclusivity within the classroom environment rather than isolating students. Inclusivity demands unbiased attitudes from educators. However, practices such as serving tea in color-coded cups for Muslim and non-Muslim officials reflect deep-seated prejudices. Such behaviour raises questions about the educators’ ability to promote inclusivity effectively. Addressing these biases is critical to creating an equitable and inclusive educational environment. According to inclusive education expert Masood Ali Mir, the ultimate aim of inclusivity is not merely integrating specially-abled children into classrooms but ensuring their full participation in society. Inclusivity means eliminating feelings of separation or segregation. If a child cannot attend school, it becomes the responsibility of the school head to send a teacher, accompanied by peers, to the child’s home. This approach ensures that every child feels included and valued within the broader educational framework.

The integration of technology has significantly transformed teaching and learning, creating opportunities to enhance education like never before. As a science teacher, the use of Power Point presentations in the classroom has become an essential part of the teaching process, a practice that would not be possible without technological advancements. Visual aids have proven invaluable for explaining complex concepts such as the phospholipid layer, making abstract ideas tangible and engaging for students. By enabling the visualization of structures and molecules, technology eliminates the need for imagination and ensures that learning is both accessible and interactive.

Shabir Ahmad Bhat, a Lecturer in Urdu, highlights how NEP 2020 has revolutionized the education system. Previously, teaching was largely theoretical, leaving students disengaged. Today, with the introduction of smart boards and projectors, students are more actively involved in their studies. Shabir recalls how, during his school days, poets were only imagined, but now students can see and experience these figures through visual aids. Similarly, science lessons that were once confined to theory are now brought to life with the help of technology, making learning more interactive and enriching.

Education has evolved to transform classrooms into dynamic spaces where theory and practice converge. Shahid Ahmad Najar, a Lecturer in Zoology, observes that classrooms increasingly resemble laboratories. Experiments, once restricted to dedicated lab sessions, are now integrated into daily teaching. For instance, while teaching osmosis, students first observe the process in a lab and then discuss their findings in class. Lessons on leaves include visits to botanical gardens, where students explore and categorize different types, such as imparipinnate, paripinnate, simple, and compound leaves. This seamless integration of theory and practice ensures a deeper and more meaningful learning experience.

Experiential learning has also extended into subjects like Political Science, particularly after the implementation of NEP 2020. Students are encouraged to engage with real-world issues through case studies conducted in their communities. By identifying individuals who exhibit unusual behaviour and offering counselling, students apply their theoretical knowledge while developing empathy and problem-solving skills. This approach not only enriches the educational experience but also instils a sense of social responsibility.

Innovative teaching methods have become integral to experiential learning. For example, while teaching coffee farming, students are given a chance to taste coffee before diving into the lesson. Such hands-on activities spark curiosity and make the learning process more engaging. Similarly, topics like dairy farming and tourism hospitality are taught through practical exposure, enabling students to grasp concepts more effectively while fostering self-reliance.

Urdu education has also embraced experiential learning techniques under NEP 2020. For instance, lessons about Mughal gardens are brought to life by taking students to an actual garden. This immersive experience allows them to understand Mughal architecture firsthand, strengthening their connection to the subject and enriching their learning journey.

Education, however, must not only be technologically advanced but also morally grounded. It must adapt to the rapid developments in artificial intelligence, machine learning, and other technological

advancements while emphasizing ethics and values, as highlighted in NEP 2020. At the same time, it must be inclusive and neutral, free from political influences, and designed to foster holistic development.

To remain impactful and relevant, education must balance the integration of experiential learning, moral education, and technology. By doing so, it can ensure that students are well-equipped to navigate a rapidly changing world while contributing meaningfully to society.

The no-detention policy introduced under NEP 2020 has undoubtedly contributed to lowering dropout rates, but it has also posed significant challenges, especially in rural and far-flung areas like District Budgam. Issues such as mental and physical punishment, fear of examinations, irregular attendance, and low punctuality persist and need immediate attention and reform.

A major challenge arises from the inability to detain students, even when they fail to meet academic requirements. Many students enroll in schools in March but leave for upper reaches within a few months, making it difficult for them to keep up academically. Socio-economic factors, such as engagement in agriculture and cattle rearing, further affect their attendance. Teachers, despite their willingness to give their 100%, struggle to impart knowledge effectively when students are frequently absent.

The non-detention policy has inadvertently removed teachers' authority to enforce attendance, leading to increased absenteeism. When classes are full, teaching becomes enjoyable and effective. However, with absenteeism on the rise, students often later complain about incomplete syllabi or inadequate teaching. This leaves teachers vulnerable to criticism from both students and colleagues, even when the situation is beyond their control.

Detention, when used judiciously, could provide students with the additional time they need to grasp missed concepts and improve academically. Teachers should also be equipped with the tools and training necessary to address these challenges effectively. Reconsidering the no-detention policy could significantly enhance academic outcomes and ensure better learning opportunities for students, especially in socio-economically disadvantaged regions.

GENERAL ISSUES

The Mid-Day Meal (MDM) program faces issues such as untimely release of funds. Additionally, the cooks are paid only ₹1,000 to prepare food for 40 children, which is inadequate.

Teacher Sameer Fida Hussain has emphasized that NEP 2020 is much needed and its implementation should be prioritized. However, the success of the policy depends on accurate and reliable data reporting. The data submitted to UDISE must be correct and dependable. the data analysis is inaccurate due to errors in reporting from the ground level, it can hinder effective implementation and policy planning.

Scholarship schemes often require students to submit category certificates as part of the application process. However, the issuance of these certificates by the concerned revenue authorities takes a considerable amount of time. As a result, many students end up missing their opportunity to apply for scholarships.

To address this issue, the process for issuing category certificates should be made more efficient and speedy. This will ensure that deserving students can avail themselves of scholarships without unnecessary delays.

GUJJAR COMMUNITY ISSUES

The Gujjar community in our area spends six months of the year in the forests, and during this time, their children attend seasonal schools. Unfortunately, the teachers placed in these seasonal schools often cannot speak Gujjari, which creates a significant communication barrier. To address this issue, it is essential to appoint teachers who are proficient in Gujjari in these schools. This will ensure effective teaching and better educational outcomes for the children of the Gujjar community.

Since 2020, we have been facing challenges in the implementation of educational policies. Students in our area typically enrol in schools in March but leave after six months to move to forests along with their families. In seasonal schools, the majority of teachers are Kashmiri-speaking, which creates a language barrier for Gujjari-speaking students.

PHONE ADDICTION ISSUES

A Class 4 student at Middle School Jawalapora is facing severe developmental and behavioural challenges due to excessive phone addiction. The student attends school irregularly, only two to four days a month, and even then, he struggles to remain in class for more than two hours. He exhibits signs of fatigue, including puffy eyes, and his speech development is stunted, as he communicates using only a single word, “Badey,” meaning “home” in the Bihari language. Despite the availability of mid-day meals, the child refuses to eat anything except chips. The headmaster of the school, Ghulam Mohammad Wani, has taken extraordinary efforts to address the issue. Concerned about the student’s welfare, he frequently visits the child’s home to counsel his parents, who are illiterate and dismissive of the problem, citing excuses such as the child being unwell or uncomfortable at school. Upon further inquiry with neighbours, the headmaster discovered that the child spends most of his time at home, consuming 8-10 GB of internet data daily. The child becomes frantic when the internet connection is unavailable, further highlighting the extent of his addiction. The headmaster remains deeply concerned and continues his efforts to help the child despite the lack of cooperation from the parents.

TEXT BOOK ISSUES

Schools are not receiving textbooks on time. During the survey, teachers expressed concerns about the poor quality of textbook paper,

which tends to tear easily. They also emphasized that textbooks at the foundational level should be supplemented with workbooks to enhance practicality and engagement in learning.

UNION BUDGET 2025

As, I was concluding my research, Ms. Sitharaman finance minister announced that over the next five years, 50,000 Atal Tinkering Labs will be established in government schools to nurture curiosity, innovation, and scientific thinking among young learners. Additionally, she stated that all government secondary schools and primary health centers in rural areas will receive broadband connectivity under the Bharat Net Project (Union Budget 2025).

SUGGESTIONS AND RECOMMENDATIONS

After the thorough study and investigation at the ground level, some of the suggestion and recommendations for respective Governments, Agencies and Departments can be listed as follow at this stage;

WITHIN THE DOMAIN OF SAMAGRA SIKSHA

1. **Need to include Local Arts & Craft in Vocational Courses & rectify mismatches;** Vocational courses are highly appreciated and widely admired. Local arts and crafts should be an integral part of these courses. However, some schools offer trades that

are not viable for job opportunities in their respective areas. For instance, High School Brinjan offers paddy cultivation as a vocational trade, despite the area lacking paddy fields. Before assigning any trade to a school, thorough research must be conducted. Schools and all relevant stakeholders should be consulted to ensure the chosen trade provides promising livelihood opportunities. Our local arts and crafts are gradually disappearing. To conserve them, incorporating these traditional skills into school curricula is essential.

- 2. Samagra Shiksha should budget and enhance the allocation of funds** for botanical, zoological, environmental, industrial, and vocational course-related trips to promote experiential learning and provide students with practical, hands-on exposure in these areas.

WITHIN THE DOMAIN OF CENTRAL GOVERNMENT

- 3. Uneven allocation of Funds needs to be addressed:** During the survey, a common complaint was the lack of funds in many schools. However, some schools, such as High School Nilnag, High School Bonin, HSS Dragger, and HSS Wathors, reported no issues regarding funding. This uneven distribution of funds needs to be thoroughly investigated and addressed to ensure equitable allocation across all schools.
- 4. Need to ensure proper classrooms and ensure safe environment** – Regular safety & productivity Audits are required; For the proper implementation of NEP 2020, the government must focus on improving infrastructure, including proper classrooms, ICT facilities, and the provision of AGAs and ATL labs. Priority should be given to schools where students are forced to take classes in unsafe environments, such as battery rooms, as this poses a significant risk to their lives.

5. **Awards Selection Process:** Best Teacher Award needs to be more transparent and participative and this can be expected to give additional motivation to the teachers.
6. During the survey, many teachers expressed concerns regarding the scrutiny process for selecting the Best Teacher Award. To address these concerns, it is essential to establish such a framework for the selection process that inspires confidence among teachers by **ensuring clarity, fairness, and accountability.**

DECISIONS TO BE TAKEN W.R.T. POLICY

7. **Rationalising the policy of teaching in mother tongue at classroom level in schools;** Teaching students in their mother tongue is currently not feasible due to the diversity of languages and the limitations of teachers in mastering multiple languages. For example, at High School Bonin, the ratio of Kashmiri-speaking and Gujarati-speaking students in most classes, especially at the foundational level, is 1:1. Teachers face language barriers and, therefore, resort to using Urdu or English for instruction. Similar observations have been made in other schools.
8. **English may be required** till the time teaching in National Language is not implemented: Additionally, teachers of English feel that this language has been undervalued. They suggest that English should be implemented as a medium of instruction starting from the foundational level to ensure a strong foundation in the language which is so important at higher educational levels. Since the teaching at higher level is not implemented in regional or local languages/ Urdu/ Kashmiri but rather in English, so to ensure that there is no loss to the students when they reach the University level; it's important to keep the focus on English too – at least at this stage.

9. **Rethinking about No-Detention Policy:** The No-Detention Policy introduced under NEP 2020 has played a role in reducing dropout rates, but its implementation has presented significant challenges, particularly in rural areas like District Budgam. Despite its intent, issues such, irregular attendance, and low punctuality remain prevalent and require immediate attention. It is recommended that the Central Government consider scrapping the No-Detention Policy.
10. **Establishing a Robust Framework for Technology use in education under NEP 2020:** As per the NEP 2020, the integration of technology, particularly mobile phones, in the teaching-learning process holds immense potential for enhancing educational outcomes. However, to safeguard students, especially at the foundational level, from the risks of technology addiction, there is a pressing need for a robust framework. This framework must ensure the regulated and purposeful use of technology in education, promote age-appropriate digital exposure, and foster a balanced approach that combines digital learning with traditional methods and holistic development activities.

AT THE LEVEL OF J&K GOVERNMENT

11. **Issue with Smart Boards and case of Faulty and Missing Smart Boards** needs to be addressed: In many schools, either smart boards are missing or, if available, they are not installed High School Bonin. In some cases, a simple whiteboard is provided under the guise of a smart board. For instance, at High School TF Shah, this issue has been observed. Proper provision, installation, and utilization of smart boards need to be ensured to enhance the teaching-learning process. This issue may require an investigation at vigilance level.

- 12. Lack of authority with cluster heads** – ensuring autonomy within the cluster: Cluster heads are seeking full-fledged authority to govern their respective clusters, as envisioned in NEP 2020, and are ready to be held accountable for their responsibilities. However, a recent order restricting their ability to transfer teachers has caused dissatisfaction among them. Furthermore, cluster heads have emphasized the need for adequate funds to manage their operations effectively. They have also requested transportation facilities, such as buses, to enable students to visit cluster schools conveniently. These measures would enhance accessibility and support improved learning opportunities for students.
- 13. Need to Address the disparities in Transfer Policy:** There are significant disparities in the transfer policy, with a severe shortage of staff in peripheral areas and an excess in central locations. Allegations of political and bureaucratic intervention in the transfer process have also been raised. Transfers are vital for professional growth as they provide exposure and valuable learning experiences. For instance, the principals of HSS Hardpanzoo and HSS Dragger, both from Gurez Valley, have transformed these far-flung higher secondary schools into model institutions, showcasing the positive impact of effective leadership in remote areas. One key factor driving the preference for central postings is the double House Rent Allowance (HRA) provided in central areas, making such positions highly desirable. To address this imbalance, incentives should be introduced for those working in far-flung areas, or the HRA should be standardized across all regions to ensure fair distribution of staff. Furthermore, the absence of female teachers in far-flung schools has a profound impact on education, as it discourages female students from attending school and hinders overall progress in these regions.
- 14. Addressing the Gujjar Community Issue** – Gujjari speaking teachers and curriculum: The Gujjar community is one of the most marginalized groups in our society, but the government has taken remarkable steps for their upliftment. One of the

biggest challenges faced by Gujjar children is that they spend six months moving through hills and mountains. To address this, the government has opened seasonal schools for them. However, the community has expressed a need for Gujjari-speaking teachers in these schools so that their children can learn more effectively in their mother tongue.

- 15. Additionally, there is a need to provide training in the Gujjari language** to teachers so they can effectively communicate with and educate these children. Another pressing issue is the scholarships provided to these children. While they currently receive financial support, the amount of Rs. 500 per month needs to be increased to better meet their educational and personal needs.
- 16. Settling issue of payments for School Acquisition from villagers:** One person namely Mohammad Shaban Dar has donated 1 kanal of land for the school's development. He has been working at the school for the past 20 years, but facing significant financial hardship. He had a kind request of compensation for the land he donated, as he is struggling with financial challenge. In the event there are such cases still pending, they need to be settled for winning the trust of the local communities.
- 17. Simplifying the required interaction with Revenue Department for providing category certificate:** Scholarship schemes often require students to submit category certificates as part of the application process. However, the issuance of these certificates by the concerned revenue authorities takes a considerable amount of time. As a result, many students end up missing their opportunity to apply for scholarships. To address this issue, the process for issuing category certificates should be made more efficient and speedy. This will ensure that deserving students can avail themselves of scholarships without unnecessary delays.

ACTIONS TO BE TAKEN AT DIET/ SCERT LEVEL

- 18. Need to provide practical and continuous training to teachers at school level, specially w.r.t. new directions in NEP 2020:** To ensure the effective implementation of NEP 2020, DIET and SCERT should focus on continuous offline and online training for teachers, providing them with the necessary skills and ensuring sustained learning through follow-ups. Fair selection processes for training programs are crucial to ensure all teachers have access to professional development. ICT labs should be equipped with trained instructors, offering regular hands-on training to ensure teachers are comfortable using technology. Rural teachers should be provided additional resources and support to address the unique challenges they face, such as limited resources and diverse student backgrounds. Training sessions must be interactive and hands-on, including expert talks and group activities to make learning more engaging and practical. Basic technology training should be provided to teachers to enable them to handle tasks like using computers, smartboards, and printers independently. Finally, a robust monitoring system should track teacher participation in training programs, ensuring follow-ups and adjustments to improve engagement and effectiveness. These measures will strengthen the teaching workforce, enabling the successful implementation of NEP 2020.
- 19. Ensuring active participation in training programs:** Attendance in training programs is critical, and proper monitoring systems must be in place to ensure active participation. Departmental tests should be conducted and weightage of these tests could be one of the criteria for higher increments and promotion. If a person attends any national training program, it should be compulsory to file a detailed

report along with learning objectives and new updates, which should be shared with all others.

- 20. Training opportunity should be provided to all teachers instead of a selected few:** Many teachers have complained during surveys that the same individuals are repeatedly selected for training programs, leaving others out. This happens because authorities fail to update nomination lists in their records. All teachers should get a fair chance to attend these trainings.
- 21. To address these challenges,** SCERTs and DIETs must prioritize consistent follow-ups, effective training programs, and interventions aimed at changing the mindset of resistant teachers. A conducive environment must be created where teachers feel valued and supported, which is vital for aligning all educators with the transformative goals of NEP 2020.

AT LOCAL LEVEL - BY CEO OFFICE

- 22. Allocating resources judiciously:** Almost in entire district there is a issue that Hindi books have been issued to libraires despite the fact that they are not promoted at the school level and consequently the students are not studying Hindi. This mismatch in resource allocation highlights the need for a thorough assessment of students' language preferences and requirements before distributing books. The "Rashtrabhasha" department should conduct regular interventions at the school level to ensure that the students and teachers understand the importance of knowing Hindi too.

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The participation of all educators mentioned in Annexure 1 can not be overlooked. All the teachers and staff enthusiastically shared all the facts and most willingly participated in the audio visual recordings. Some of the video recordings are now part of the documentary of this research and it's findings.

ANNEXURE 1

This research project covered the following areas in District Badgam of J&K and was completed with participation of the academicians mentioned hereunder;

1. ZONE SOIBUG:

Zonal Nodal officer: Mr. Mudasir Ahmad Bhat

1. Girls Higher Secondary School Wadwan

1. Principal Abdul Hamid Mir (Principal)
2. Prince Rashid (Teacher)
3. Mubashir Aziz (Teacher)
4. Tabasum Habib (Master)
5. Javid Karmini (Master)
6. Shugafra (Teacher)

2. Girls High School Soibugh

7. Showkat Ahmad Rather (Teacher)
8. Shagufra Ahmad (Teacher)
9. Showkat Aziz (HOI)

10. Zafar-ul-haq (Teacher)
11. Shabir Ahmad Bhat(Teacher)
12. Shazia Aziz (Teacher)

3. Boys Higher Secondary School Soibugh

13. Ab Gani Dar (Principal)
14. Nighat Ara (Teacher)
15. Syed Safora Rafai (Teacher)
16. Ajaz Ahmad Bhat(Teacher)
17. Ilyas Ahmad (Teacher)
18. Mushtaq Ahmad (PGT)

4. Secondary School Durbal

19. Sameer Fida Hussain (Teacher)
20. Sajrat Shanain (Teacher)
21. Gulsaba (Master)
22. Rubina Mir (Master)
23. Bilquees Khan (Master)

2. ZONE KHAG:

Zonal Nodal officer: Mr. Shanaz Kamar

5. High School Sitharan

24. Ab Rahman Kumar (HOI)
25. Gulzar Ahmad Bhat (Master)
26. Syed Nisar Zia(Master)
27. Farooq Ahmad Magray (Master)
28. Tanveer Ahmad Lone (Teacher)

6. Higher Secondary School

29. Shabir Ahmad Shah (Senior Lecturer)
30. Mohd Yaseen Dar (Senior Lecturer)
31. Ajaz Ahmad Parray (Senior Lecturer)

32. Ab. Rashid (Senior Lecturer)
33. Ajaz Ahmad Parray (Senior Lecturer)
34. Jamsheed Hunain Yatoo (Senior Lecturer)
35. Mohmmad Yousaf Dar (Teacher)
36. Mohmmad Iqbal Mir (Senior Lecturer)

7. High School Poshkar

37. Nazir Ahmad Parray (HOI)
38. Tariq Ahmad Dar (Teacher)
39. Saleem Jahangir Bhat (Teacher)
40. Riyaz Ahmad Malik (Teacher)
41. Shahnaz Kamar (Teacher)
42. Tariq Ahmad (Teacher)
43. Riyaz Ahmad (Teacher)
44. Parviz Ahmad Sheikh (Teacher)
45. Saleem Jahangir (Teacher)

8. Higher Secondary School Drang

46. Syed Hafeesullah Peer (Vice Principal)
47. Syed Zahoor Ahmad (Teacher)
48. Fayaz Ahamd Wani (Teacher)
49. Zahoor ahmad Kuchey (Teacher)
50. Gh Hassan Dar (Senior Lecturer)

3. ZONE HARDPANZOO:

Zonal Nodal officer: Shaheen Kausar Ahmad

9. Higher Secondary School Hardapanzoo

51. Mohammad Shafi Lone (Principal)
52. Mohammad Altaf (Lecturer)
53. Mohammad Shafi Shaheen (Master)
54. Abdul Rashid Dar (Master)
55. Mohmad Ibrahim (Lecturer)
56. Mohd. Altaf (Lecturer)

10. High School Bonzanigam

- 57. Reyaz Ahmad Ganaie (Teacher)
- 58. Shahnawaz Firdous (Teacher)
- 59. Mohammad Ashraf Wani (Teacher),
- 60. Twasaf Ah. Dar (Teacher)
- 61. Irfan Hussain Dar (Teacher)
- 62. Ishafaq ahmad Lone(Teacher)
- 63. Reyaz Ahmad Rather (Teacher)
- 64. Shahnawaz Firdous (Teacher)

11. High School Zoogu

- 65. Abdul Hameed Thoker (Master)
- 66. Masood Ahmad Khan (Teacher)
- 67. Mohd. Younis Bhat (Teacher)
- 68. Fayaz Ahmad Wani(Teacher)
- 69. Rafaqat Hussain (Teacher)

12. High School Arizal

- 70. Mohammad Akbar Hajam (Headmaster)
- 71. Mohammad Maqbool Dar (Teacher)
- 72. Farooq Ahmad Magray (teacher)
- 73. Shabir Ahmad Mir (Teacher)
- 74. Ab. Hamid Mir (Master)
- 75. Ali Mohd. Dar (Teacher)
- 76. Ohmehra Jan (VT)

4. ZONE KHANSHAIB:

Zonal Nodal officer: Urooj Zainab Khan

Zonal Nodal officer: Mushtaq Ahmad Mir

13. Boys Higher Secondary School Khanshainb

- 77. Shaid Ahmad (Lecturer)
- 78. Nasir ahmad (Master)
- 79. Bashir ahmad (Teacher)

- 80. Dr Khan Muneer (Lecturer)
- 81. Bashir Ahmad Ganie (Teacher)
- 82. Shahid Ahmad Najar (Teacher)
- 83. Ab Qayoom Shah (Lecturer)

14. Higher Secondary School Dragger

- 84. Mushtaq Ahmad (Principal)
- 85. Sakeena Jameel (Teacher)
- 86. Ab. Qayoom Mir (Master)
- 87. Dr Sumaya Manzoor (CRC)
- 88. Ab. Rashid Bhat (Lecturer)

15. High School T.F Shah

- 89. Bilquees Akthar (HOI)
- 90. Mohd. Shafi Dida (Master)
- 91. Mushtaq Ahmed (Teacher)
- 92. Ishafaq Mansoor Dar (Teacher)
- 93. Syed Mohammad Ishafaq (Master)

5. ZONE CHARAR-I-SHARIEF:

Zonal Nodal officer: Mr. Hilal Anjum

16. Girls Higher Secondary School Charar-i-Sharief,

- 94. Tanveer Ahmad (Senior Lecturer)
- 95. Mushtaq Ahmad (Senior Lecturer)
- 96. Bilal Ahmad Khoja (Senior Lecturer)
- 97. Ishafaq Ahmad (Teacher)

17. Boys Higher Secondary School Charar-i-Sharief

- 98. Manzoor Ahmad (Principal)
- 99. Muzaffar Hussain Wani (Senior Lecturer)
- 100. Mudasir Manzoor (Teacher)
- 101. Sabar Shabir (Teacher)

- 102. Salim Niyazi (Teacher)
- 103. Pir Mohd Iqbal (Senior Lecturer)

18. High School Kanidijan

- 104. Syed Fayaz ahmad (Head-master)
- 105. Zaffarul Islam (Teacher)
- 106. Shabir Ahmad Kumar (Teacher)

19. High School Chararipora

- 107. Zahoor ahmad (Incharge)
- 108. Nisar Ahmad (Master)
- 109. Shaziya parveen (Teacher)
- 110. Nuzhat Afzal (Teacher)
- 111. Ab Rashid Dar (Teacher)

6. ZONE BEERWAH:

Zonal Nodal officer: Dr. Naseer Parraha

20. Government High school Najan

- 112. Nazir Ahmed Bhat (Headmaster)
- 113. Ummer Shafi Banday (Teacher)
- 114. Qaisar Farooq (Master)
- 115. Parvaiz Ahmad Zarger (Teacher)
- 116. Mohammad Ashraf Banday (Master)

21. Boys Higher secondary Beerwah

- 117. Javid Ahmad Banday (Principal)
- 118. Imtiyaz Ahmad Banday (Lecturer)
- 119. Mushtaq Ahmad (Teacher)
- 120. Irfan Ali (Teacher)
- 121. Gh Mohiudin Mir (Lecturer)
- 122. Mushtaq Ahmad Wani (Teacher)

22.Higher secondary Girls Beerwah

- 123. Mukhtar Ahmad Shah (Principal)
- 124. Mehra-ju-din Bhat (Lecturer)
- 125. Syed Altaf (Lecture)

23. High School Gondipora

- 126. Naseer Ahmad (Teacher)
- 127. Mohd. Yousaf Bhat (teacher)

24. Govt. Middle School Beerwah

- 128. Talat Jabeen Rohiee (Teacher)
- 129. Ishafaq Ahmad Shah (Teacher)
- 130. Ashraf ahmad Banday (Teacher)

7. ZONE BUDGAM:**25. Girls Higher Secondary School Budgam**

- 131. Syed Gulfar Akther (Principal)
- 132. Yasmeena Jan (Master)
- 133. Shabana (Teacher)
- 134. Masrat Jan Teacher)
- 135. Rubeena Rehan (Teacher)
- 136. Mustaq Ahmad Dar (Senior Lecturer)
- 137. Tahira Samsoon (Senior Lecturer)

26. Boys Higher Secondary School Budgam

- 138. Rajinder Kour (Teacher)
- 139. Abdul Rashid(Teacher)
- 140. Suja Hussain (Teacher
- 141. Tabseena Hafiz (Teacher)
- 142. Khursheed Ahmad Dar (Senior Lecturer)
- 143. Tariq Galani (Lecturer)

- 144. Shabnam Ahad (Senior Lecturer)
- 145. Victor (Teacher)
- 146. Umar Maqsood Rather (Teacher)

27. Boys High School Shogapora

- 147. Farooq Ahmad Bakshi (Headmaster)
- 148. Syed Sogra (Teacher)
- 149. Rouf Ahmad (Teacher)
- 150. Mudasir Ahmad (Teacher)
- 151. Shakeel Ahmad (Teacher)

28 . Girls High School Ompora

- 152. Rajinder Singh (Headmaster)
- 153. Sakeena Muzafar (Teacher)
- 154. Shafi Ahmad Sofi (Teacher)
- 155. Haseena Bano (Teacher)
- 156. Jaydeep Kour (Teacher)
- 157. Shaheen hamdani (Teacher)
- 158. Navneet Kundal (Teacher)

29. Boys High School Ompora

- 159. Hameeda Bano (Master)
- 160. Farhat Jabeen (Teacher)
- 161. Zulihama (Teacher)
- 162. Fahmeeda (Teacher)
- 163. Vikrant (Teacher)
- 164. Syed Sajad Ahmad (Teacher)
- 165. Vikrant (Teacher)
- 166. Anil Koul (Teacher)

30. Govt. Middle School Jawalapora

- 167. Gulam Mohmmad Wani (Headmaster)
- 168. Niyaz Ahmad Qurashi (Teacher)

- 169. Shabir Ahmad Jan (Teacher)
- 170. Fayaz Ahmad Bakshi (Teacher)
- 171. Bashir Ahmad Bhat (Teacher)

8. ZONE DREYGHAM:

Zonal Nodal officer: Mr. Rafiq Baba

31. Higher Secondary School Parenwa

- 172. Seikh Zahoor (Principal)
- 173. Munisa Fazili (Master)
- 174. Mudasir Jaffer (Teacher)
- 175. Ab Rashid Beigh (Teacher)
- 176. Mohd. Ayoub (Teacher)
- 177. Khursheed Ah wani (Teacher)

32. Govt. High School Falchil

- 178. Altaf Hussain (Headmaster)
- 179. Showkat Ahmad Mir (Master)
- 180. Reyaz ahmad Parray (Teacher)
- 181. Tariq ahmad Senai (Teacher)
- 182. Javeed Ahmad Mir (Teacher)

33. Boys High School Choon

- 183. Mubashir Inayat (Incharge)
- 184. Mohd Shafi Paul (Teacher)
- 185. Sabeena Bashir (Teacher)
- 186. Khalida Akthar (Teacher)
- 187. Mohd Iqbal Dar (Teacher)

34. Girls Higher Secondary School Ichgam

- 188. Rehana Jabeen (Principal)

189. Mushtaq Ahmad (Lecturer)
190. Kifayat Hussain Mir (Senior Lecture)
191. Muzzafar Hussain Pintoo (Senior Lecturer)

9: ZONE NARBAL:

Zonal Nodal officer: Mr. Abdul Ahad Wani

35. Boys High School Narbal

192. Abdul Rashid Aallaie (Headmaster)
193. Kifayat Hussain Rather (Teacher)
194. Ashraf Hussain Parray (Teacher)
195. Syed Shafia (Teacher)
196. Mr Aijaz Ahmad Dar (Teacher)

36. High School Bandgam

197. Ghulam ud din Dar (Headmaster)
198. Ghulam Muhammad Parray (Teacher)
199. Nazir Ahmad Bhat (Teacher)
200. Mushtaq Ahmad Parray (Teacher)
201. Nizam Ud Din Dar (Teacher)

37. High School SK Pora

202. Farida Bano (Headmaster)
203. Zahoor Ahmad Dar (Teacher)
204. Sajad Nabi Parray (Teacher)
205. Abdul Rouf Malik (Teacher)
206. Syed Seerat un Nisa (Teacher)
207. Jahangir Qadir (Teacher)

38. PM Shri Boys Middle School Mazhama

208. Abdul Hamid Rather (Headmaster)
209. Shaista Jamal (Teacher)
210. Mehnaz Hassan (Teacher)

- 211. Momina Akhter (Teacher)
- 212. Bashir Ahmad Gojree (Teacher)

10. ZONE BK PORA:

Zonal Nodal officer: Mr. Nawab Malik

39. Girls High School Chattergam

- 213. Jawharia Akther (HOI)
- 214. Abdul Raheem Bhat (Teacher)
- 215. Naseema Akthar (Master)
- 216. Fayaz Aslam Mir (Teacher)
- 217. Prince Imtiyaz Ali (Teacher)
- 218. Syed Nusrat Indrabi (Teacher)
- 219. Imtiyaz Ahmad (Teacher)

40. Girls Higher Secondary School Khannda

- 220. Syed Nuzat (Principal)
- 221. Gulam Mustafa (Teacher)
- 222. Raheela Manzoor (Senior Lecturer)
- 223. Amir Zargar (Teacher)
- 224. Muzffaar Ahmad (Senior Lecturer)
- 225. Tahira Hassan (Teacher)
- 226. Mohmmad Shaifi Ganie (Teacher)

41. Girls High School Karalpura

- 227. Kausar ul Yousaf (Master)
- 228. Zahoor Ahmad (Teacher)
- 229. Asima Rifth (Teacher)
- 230. Baeeda Younis (Teacher)

42. Higher Secondary School Wathora

- 231. Yasmeena Qadir (Principal)
- 232. Waheeda Nazir (Teacher)
- 233. Sabiya Bashir (Master)
- 234. Dr Zeenat Hamid (Teacher)
- 235. Fowziah (Teacher)
- 236. Mohd. Rouf Beigh (Teacher)

11. ZONE CHADOORA:

Zonal Nodal officer: Mr. Abdul Rashid

43. Boys Higher Secondary Sursayar

- 237. Ab. Majeed Parray (Principal)
- 238. Dr. Naseer Ahmad (Teacher)
- 239. Firdous Ahmad (Teacher)
- 240. Khurshid Ahmad (Vocational Teacher)

44. High School Bonin

- 241. Mohmmad Ashraf Thakur (HOI)
- 242. Ajaz Ahamd Sheikh (Teacher)
- 243. Farooq ahmad Bhat (Teacher)
- 244. Bashir Ahmad (Teacher)

45. Boys High School Dadompura

- 245. Mohmmad Yousaf Bhat (Headmaster)
- 246. Altaf Hussain Wani (Teacher)
- 247. Riyaz Ahmad Hajan (Teacher)
- 248. Rifat Rehman (Teacher)
- 249. Ajaz Saleem (Teacher)

46. High School Brenwar

- 250. Abdul Hamid Lone M (Inc. Principal)

- 251. Zaffar Iqbal (Teacher)
- 252. Manzoor Ahmad (Teacher)
- 253. Rafiq Ahmad (Teacher)
- 254. Gulam Mohammad Wani (Teacher)
- 255. Naseer Ahmad Wani (Teacher)
- 256. Farooq Ahmad (Teacher)
- 257. Ashiq Hussain Jehra (Teacher)
- 258. Manzoor ahmad Lali (Teacher)

12. ZONE NAGAM:

Zonal Nodal officer: Mr. Shanaz Ahmad Shad

47. Girls Higher Secondary School Hayatpora

- 259. Ajaz ul Khalil Lone (Principal)
- 260. Shamim Ahmad (Lecturer)
- 261. Manzoor Ahmad Mir (Master)
- 262. Mohd Younis (Teacher)
- 263. Khursheed Ahmad (Teacher)
- 264. Nizam uddin (Teacher)

48. Boys High School Buzgoo Nilnag

- 265. Mohd Ashraf Dar (Headmaster)
- 266. Mohd. Sultan Dar (Teacher)
- 267. Farooq Ahmad Lone (Teacher)
- 268. Mushtaq Ahmad (Teacher)

49. Girls Higher Secondary School Nagam

- 269. Tahir-Ul-hamad (Principal)
- 270. Sadar Shah (Lecturer)
- 271. Dr Shanawaz Gul (Lecturer)
- 272. Afshana Wani (Lecturer)
- 273. Arif Hussain Shah (Lecturer)

50. High School Brinjan

- 274. Fayaz Ahmad Bhat (Headmaster)
- 275. Javeed Ahamd (Teacher)
- 276. Ab Salam Wani (Master)
- 277. Mir Taskeen (Teacher)
- 278. Shabir Ahmad Najar (Teacher)

13. ZONE Magam :

Zonal Nodal officer: Mr. Gh. Hassan Pandith

51. Boys High School Ichgam

- 279. Shabir Ahmad Jon (Incharge)
- 280. Vanesbeer Singh (Teacher)
- 281. Mushtaq Ahamd Dar (Teacher)
- 282. Nazir Ahmad Hakim (Master)
- 283. Ishafaq Hussain (Teacher)
- 284. Gh Mohmmad Rather (Master)
- 285. Tasadq Ali Mir (Teacher)
- 286. Asghar Ahmad (Master)
- 287. Sabreena Bano (Teacher)
- 288. Syed Gazanffar (Teacher)

52. Girls Higher Secondary School Magam

- 289. Ms. Muzmil Khan (Principal)
- 290. Dr. Rifat Rehman (Teacher)
- 291. Mr. Lateef Ahmad Rather (Teacher)
- 292. Mr. Imtiyaz Ahmad (Teacher)

53. Boys High School Aripanthan

- 293. Parvaiz Ahmad Mir (Teacher)
- 294. Abdul Majeed Dar (Teacher)
- 295. Parvez Ahmad Mir (Teacher)

54. Boys Higher Secondary School Magam

- 296. Tariq Ahmad Wani (HOI)
- 297. Mansoor Ahmad Shah (Lecturer)
- 298. Rias Ahmad Banday (Teacher)
- 299. Nisar Ahmad War (Teacher)
- 300. Gulam Nabi Shah (Teacher)

ANNEXURE 2

QUESTIONNAIRE (FOR TEACHERS)

1. Are you familiar with the key features of NEP 2020?
2. Have you received any training or orientation on NEP 2020?
3. If yes, how effective was the training/orientation in enhancing your understanding of NEP 2020?
4. How well-equipped do you feel to implement NEP 2020 principles in your classroom after the training?
5. How well are students adapted to the new curriculum and pedagogy?
6. Have assessment practices changed due to NEP 2020?

7. If yes, which methods are being used?
8. Are you aware of NEP 2020 provisions for inclusive education?
9. Does your school have access to ICT tools (computers, tablets, internet)?
10. How frequently are ICT tools used in teaching and learning?
11. Do you know about DIKSHA?
12. Do you implement DIKSHA in the teaching-learning process?
13. How effective is DIKSHA in the teaching-learning process?
14. Which innovative pedagogy techniques do you find most effective in increasing student motivation?
15. How do you think innovative pedagogy impacts student engagement in your classroom?

QUESTIONNAIRE (FOR PRINCIPALS)

1. Are you familiar with the key features of NEP 2020?
2. Has your school implementing the changes recommended by NEP 2020?
3. How well do you implement objectives of NEP 2020 that align with the needs of secondary-level education?
4. How would you rate the availability of resources for implementing NEP 2020?
5. How much support you have received from the government

in implementing NEP 2020?

- 6.** Do you apply experiential and skill-based learning in your schools?
- 7.** How effective do you find skill-based learning in improving students' practical knowledge?
- 8.** Have assessment practices in your schools changed as a result of NEP 2020?
- 9.** How prepared are teachers in your to adopt new pedagogical methods as per NEP 2020?
- 10.** Have assessment practices in their schools had changed as a result of NEP 2020?
- 11.** Do you think new assessment methods positively impact students' learning?
- 12.** Has the No-Detention Policy improved the learning outcome of students?
- 13.** Do you think that replacing marks with a grading system has reduced student stress and led to better assessment outcomes?
- 14.** How effective are the new assessment methods in measuring students' holistic development?
- 15.** To what extent do you agree that a grading system reduces stress among students?
- 16.** Has vocational education been introduced at the secondary level in your school?
- 17.** Are there any indigenous arts, crafts, or traditional skills specific to your block that could be incorporated into school training programs?
- 18.** To what extent do you agree that vocational education prepares students better for future careers?
- 19.** To what extent are students in your school interested in

vocational education courses?

- 20.** What is the view of parents on the inclusion of vocational courses in secondary-level education?
- 21.** What are the main challenges in implementing multilingualism?
- 22.** Will multilingualism help in the teaching-learning process?
- 23.** Is your school implementing a policy for inclusive education for SCs, STs, minorities, and children with special needs?
- 24.** Is the School Management Development Committee (SMDC)/SMC active in managing and running the local school effectively?
- 25.** How frequently does the SMDC/SMC engage with school administration and staff?
- 26.** What areas of school management does the SMDC/SMC primarily focus on?
- 27.** Do you believe that community involvement in school management has a positive impact on school performance?
- 28.** Which of the following could improve school management effectiveness?
- 29.** ‘How well does the SMDC/SMC address the concerns and needs of the school community?’
- 30.** How frequently are ICT tools used in teaching and learning?
- 31.** Does your school/institution have access to ICT tools (computers, tablets, internet, etc.)?
- 32.** Have teachers received training in using ICT tools for education?
- 33.** How well-equipped do you feel your school is in terms of ICT resources for implementing NEP 2020?

34. How comfortable are teachers with using ICT tools in the classroom?
35. Does your institution offer adult education programs as per NEP 2020?
36. What modes of learning are used in your adult education programs?
37. How effective are the adult education programs at addressing the learning needs of the community?
38. Are you implementing cultural rootedness in your school curriculum?
39. To what extent do you agree that integrating cultural rootedness in the curriculum benefits students' personal development?
40. How effective do you find cultural rootedness programs in promoting local heritage and traditions?
41. How important is promoting a sense of nationalism as part of the school curriculum?
42. How often do teachers at your school get training?
43. Do the training programs provide 21st-century skills (e.g., critical thinking, digital literacy)?
44. How satisfied are you with the training provided to teachers for implementing NEP 2020?
45. Do you know about DIKSHA?
46. 'Do you implement DIKSHA in the teaching-learning process?
47. How effective is DIKSHA in the teaching-learning process?
48. How effective are the new assessment methods in measuring students' holistic development?

ABOUT THE AUTHOR

Dr. Amarpreet Kour is an educationist, researcher, and filmmaker, currently serving as a Lecturer in Botany at the State Council of Educational Research and Training (SCERT), J&K, Kashmir Division. She is the State Coordinator of DIKSHA/NISHTHA for Kashmir Division and has held key roles, including Associate Coordinator-KD in the School Leadership Academy and Member of the Teacher Training Action Plan (TTAP) Research Committee. She is also a Member of the Internal Complaints Committee (ICC) for Prevention of Sexual Harassment in SCERT and associated DIETs of J&K, contributing significantly to teacher education and policy implementation.

Her academic pursuits extend to botany, where she has collaborated with the Botanical Survey of India, making groundbreaking discoveries in bryophyte diversity. She has extensively documented the bryophyte flora of District Budgam, uncovering several previously unreported species and contributing valuable insights to botanical research. Her research on medicinal plants has led to the development of a comprehensive database detailing plant species with potential applications in cancer treatment.

Dr. Kour is also passionate about storytelling and has explored filmmaking, producing documentaries on the National Education Policy 2020 and its impact on Kashmir's education system. Her dedication to education, research, and digital innovation makes her a leading voice in the region's educational transformation.



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